DOCUMENT RESUME

ED 342 238 FL 020 089

AUTHOR Anderson, April
TITLE French in the Elementary School. A Content-Based Curriculum. Revised.
INSTITUTION Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.; Kearsley Community Schools, Flint, MI.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 89
NOTE 159p.
AVAILABLE FROM ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1118 22nd St., Washington, DC 22037 ($16.00 plus $3.50 postage and handling).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Class Activities; Classroom Techniques; *Course Content; Curriculum Design; Curriculum Development; Elementary Education; *FLES; *French; Lesson Plans; Mathematics Instruction; Science Instruction; Second Language Instruction; Social Studies; Visual Aids; *Vocabulary Development
IDENTIFIERS *Content Area Teaching

ABSTRACT

This curriculum guide provides an instructional plan for combining language and content instruction in a French language program at the elementary school level. The program combines common themes in the foreign language in the elementary school (FLES) program (e.g., numbers, animals, weather, family) with related content-area topics in mathematics, science, social studies, and other subjects. Sample activities illustrate how language and content objectives can be met in thematic units. The guide is designed for a program meeting at least 3 times weekly for 30-50 minutes, and can provide the basis for 50-80 hours of instruction per year, but is flexible enough to be adapted to individual teachers' schedules and programs. Activities are divided into beginning and intermediate levels. Introductory sections address program goals, sample ideas for developing content-based lessons by topic areas, a sample unit plan, and a scope-and-sequence chart for vocabulary units. Eighteen topical units follow, each including a listing of linguistic structures and vocabulary items, sample teacher questions and commands, sample activities, and student worksheets. Blackline master visuals are also included. A bibliography lists FLES resources, references cited, and further reading. An appendix contains content-based lessons in math, science, and social studies. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED342238

French in the Elementary School

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
G.R. Tucker
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL 020 089

A content-based curriculum

Kearsley Community Schools, Flint, Michigan

by April Anderson

 BEST COPY AVAILABLE

© Copyright 1988 by

Kearsley Community Schools and
Center for Applied Linguistics

Revised Edition 1989

All Rights Reserved
Printed in the United States of America

Available from: User Services, ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037 Cost: $16 + $3.50 postage and handling

Acknowledgments

This guide was made possible through a grant awarded from the Michigan Department of Education for the 1988-89 school year. It is also necessary to acknowledge several people who contributed their ideas and help directly or indirectly during the project. Special thanks are extended to Jan Dulin and Marjorie Giertz for help in the grant writing and follow-through stages. Also, thanks to Jo Ann Wilson for her help and support before and during the process. Ideas contained in this guide have come from Helena Curtain, Carol Ann Pesola, Myriam Met, Barbara Young, Lynn Haire and Kathy Owsinski. A special thanks is extended to Helena Curtain for her skillful help in editing and revising this guide. Finally, thanks to the staff of A.P.S. who did such a great job with the artwork, typesetting and printing of this guide.

Further revision and expansion of the curriculum guide was made possible through the assistance of the staff at the Center for Language Education and Research at the Center for Applied Linguistics, especially Karen Willetts, Lynn Thompson, Donna Christian and Nancy Rhodes. In addition, I'd like to express my appreciation to Jane Reeves, Mary Flynn, Denise Heilmann and Sonia Ledesma whose thoughtful and insightful comments as classroom teachers were very helpful in revising the curriculum.

Respectfully submitted,

April Anderson
Project Director

Introduction

The Approach

Numerous Foreign Language in the Elementary School (FLES) programs nationwide are beginning to enrich the foreign language curriculum through the use of content instruction. The FLES curriculum traditionally has been thematically organized around vocabulary units, such as numbers, colors, clothing, etc., with a minimum of grammatical structures included. Increasingly, FLES teachers are looking to the elementary school core curriculum as an additional source of learning objectives and activities for language teaching.

This curriculum guide provides an instructional plan for combining language and content in a French FLES program for grades 1 to 6. In content-based elementary school foreign language programs, teachers integrate content learning with language development via activities where the main topics come from the regular curriculum content areas (i.e. mathematics, social studies, science) so that language is acquired in a meaningful context. These content-based activities can provide a framework for developing higher level cognitive skills as well as a vehicle for both language learning and content learning. Research indicates that content-based teaching provides more effective second language instruction than does regular language teaching.

When content-based instruction is incorporated into a FLES program, language becomes not only a means of communication, but also a medium of learning across the curriculum. As a result, language skills are expanded since both social and academic language must be developed. In addition to learning how to communicate in the new language, students are also talking about things such as odd and even numbers, animal habitats, or latitude and longitude. A content-based FLES class studying the names of foods may learn the concept "objects have many attributes" while they practice the thinking skills of classifying and categorizing fruits according to various attributes (shape, size, color, taste, texture). Thus, students in content-based instruction develop skills in the language of learning — not just in the language of "play."

Integrating aspects of the regular curriculum into the FLES program also clarifies that the elementary school foreign language program is not just an extra or an "add on," but is part of the regular academic program. Regular content area concepts are enriched and enhanced through activities conducted in the foreign language. Incorporating content-based instruction into the FLES class shows the students that the foreign language can be used in different settings and that it has value for all kinds of communication and learning.

Some guidelines for teaching

A variety of approaches can be used in the content-based lessons found in this guide. Activities can be introduced using different methodologies such as TPR (Total Physical Response) (Asher, 1982) and the Natural Approach (Krashen & Terrell, 1983). In TPR, students demonstrate their comprehension by acting out commands issued by the teacher. Primary importance is placed on listening comprehension. Activities are to be fun and allow students to assume active learning roles. In the Natural Approach the emphasis is first on having the teacher provide comprehensible input in the target language. Students are not required to say anything until they are ready, to minimize stress, but they are expected to respond to teacher commands and questions in other ways. "Acquisition activities" which focus on meaningful communication rather than language form are also emphasized. Subject matter of high interest to students is provided as well.

Regardless of which approaches are used in presenting the activities, when implementing this content-based curriculum, FLES teachers should keep some basic principles in mind.

- Communication with classroom teachers is very important to ensure that the instruction provided is compatible with the established elementary curriculum while the foreign language objectives are being met as well.
- Activities should be introduced in a concrete manner through the use of manipulatives and other realia which require active student participation. Audio-visual support should be supplied as much as possible (pictures, videos, audio cassettes, etc.).
- Students should have many hands-on activities to help in understanding concepts. TPR strategies and Natural Approach activities can help to provide meaningful context necessary in content-based classes.
- Cooperative learning activities where students work together to learn the concepts and topics presented in the lesson can be included frequently. Such paired and group activities promote student interaction and decrease student anxiety.
- Concepts should be presented not in a rote way, but in a way that challenges students' thinking skills. For example, instead of just naming or labeling animals, have students classify them by habitat or other categories. Skills such as mapping and graphing can also be incorporated into the lesson.
- Since students will be stretching their language skills to accommodate content discussions, it is important to provide multiple opportunities for them to catch meanings. Therefore, teachers should develop strategies for saying "the same thing" in several different ways and incorporate frequent "checks for understanding" into their teaching. An evaluation activity at the end of each unit will verify which skills students have acquired.
- Opportunities to use both receptive and productive language skills should be included in lesson activities. Examine the topic through the students' listening and speaking skills first; then expand the topic through reading and writing activities. A language-experience approach can be used. For example, if a graph was developed in the lesson, have the students read and/or write sentences based on the graph.

This curriculum guide

The instructional program offered in this curriculum guide combines common themes of FLES programs such as numbers, animals, weather, and the family, with related content area topics in mathematics, science, social studies, and other content areas. Sample activities illustrate how language and content objectives can be met in thematic units. For example, in a lesson on animals, the science concept of animals' habitats is discussed through classification activities which develop higher order thinking skills.

This curriculum guide is designed for an elementary FLES program (grades 1-6) which meets at least three times a week for 30 to 50 minutes. It can provide the basis for 50 to 80 hours of instruction per year. However, parts of the guide can be selected by teachers to meet the time-frame and constraints of their own particular programs. Alternatively, additional activities and topics can be included for those programs with more hours of instruction. FLES teachers need a repertoire of content-based activities from which to select appropriate learning experiences for the students in their local context. Therefore, the primary purpose of this curriculum is to serve as a strong foundation for integrating content and language instruction, with the flexibility to fit a variety of program formats.

The guide's activities are divded into two levels: the beginning level, which can include grades 1-3, and the intermediate level (grades 4-6). Which level teachers use will depend upon specific curriculuar objectives within corresponding grade levels and the nature of their individual program.

The following sections contain: program goals, sample ideas for developing content-based lessons by topic areas, a sample unit plan, and a scope and sequence chart for vocabulary units. An appendix contains content-based lessons in math, science, and social studies.

Each of the 18 topical units include: an introductory page listing vocabulary and structural elements to be used as well as sample teacher questions and commands and sample activities: several activities are described for teachers and some student worksheets are provided for various topics. Numerous blackline master visuals (numbers and pictures) are also available. A resource list of FLES materials, references which have been cited and references for further reading are included at the end of the curriculum.

It is hoped that this curriculum guide will serve as a useful resource for FLES teachers who seek to maximize instructional time and enhance communicative competence through the learning of content in their elementary foreign language classrooms.

Contents

Les Salutations 1
L'Ecole 6
Les Couleurs 10
Les Formes 17
Les Nombres 22
Les Parties du Corps 50
Les Animaux 55
Les Jours, Les Mois et Les Saisons 72
Le Temps et La Lature 77
La Nourriture 84
La Maison 98
La Famille 102
L'Heure 108
Le Transport 117
La Ville 121
Les Sports 125
Les Vêtements 130

Program Goals

This program is designed to maximize instructional time and enhance communicative competence through the integration of content-area subjects and foreign language objectives.

By the end of the intermediate level, the student will:

1. Develop adequate listening skills to function in age appropriate activities required by the teacher.

2. Develop minimal oral proficiency in vocabulary areas basic to his/her age and interest.

3. Demonstrate a knowledge of basic geographical features and cultural aspects of countries where the target language is spoken.

4. Master limited reading and writing skills in the target language.

Sample Content-Based Topics

Language Objective	Content Objective
Numbers	Number recognition, sequencing, grouping, more or less, place value, addition and subtraction, and measurement.
Colors and Shapes	Classification of objects according to color/ shape, sets and subsets, and blending colors.
Clothing	Classify according to weather and too big/too small, European sizes and shopping simulations.
Animals	Grouping by attributes such as size, method of locomotion, habitat, sounds or parents and their young.
Calendar	Sequencing days of the week, counting days of the month, charting weather patterns, graphing birthdays, patterning and sequencing activities, metric temperature measurement, and meteorological charting.
Food	Classification of foods, nutrition, four food groups, chart good and yucky foods, and restaurant simulations.

Content-Based Unit Plan

This Unit Plan is a format of areas to be considered when planning a whole unit. Not all objectives will be incorporated into every lesson. Some lessons may only have receptive language objectives. Other lessons may include all areas depending on the nature of the activity.

Once a unit plan has been created, daily lesson plans are made using the same general format. Included in the appendix are several sample lesson plans developed by Helena Curtain of Milwaukee Public Schools.

Title: Nutrition

Grade Level: Intermediate

Language Objectives:

Students will be able to:

- describe various foods, food groups, and meals
- express like or dislike regarding various foods
- form and respond to questions regarding food and nutrition

Content Objectives:

Students will be able to:

- identify four basic food groups
- identify three daily meals
- create a well-balanced meal
- understand several cultural aspects about food in the target country
- graphically represent food preferences of the class
- categorize foods into the correct food groups
- evaluate whether a food is nutritional

Second Language Vocabulary:

Receptive language:

Classroom management vocabulary involving TPR and directions, vocabulary present in materials such as food vocabulary not targeted for retention.

Productive language:

See language objectives.

Materials Needed:

- Teacher-prepared materials such as food group signs and meal signs.
- Magazines, scissors, glue, paper plates, masking tape, poster board and Post-it™ note paper.
- Food picture cards and plastic foods.
- Slides and cultural materials.

Activities:

1. TPR activities to become familar with food vocabulary.
2. Categorizing activity to demonstrate four food groups and which foods make up each group.
3. Categorizing activity to group food according to during which meal it is eaten or whether it is "mmmm" or "beurk".
4. Activities where students must create their own balanced meal. This may be teacher directed or a task for groups or individuals.
5. Cultural activity where students are exposed to similarities and differences in the way other countries eat, prepare food or shop.

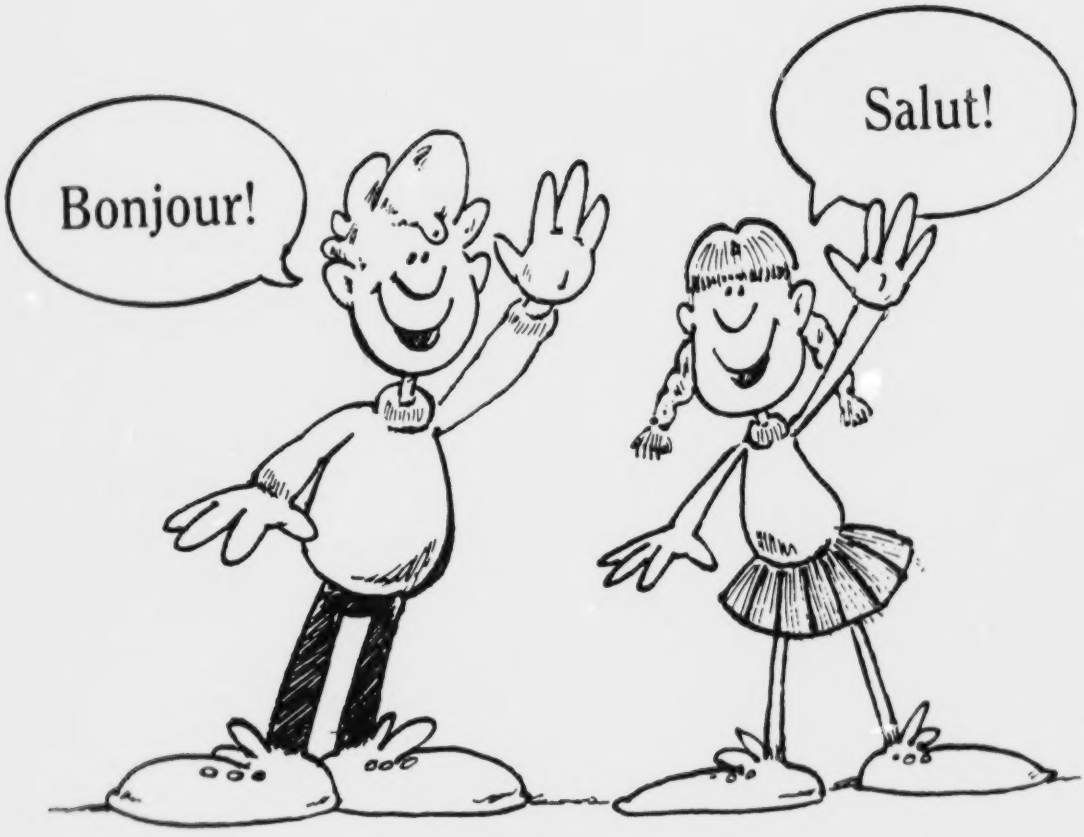
Scope and Sequence of Vocabulary Units by Level

	GREETINGS	CLASSROOM OBJECTS	COLORS	SHAPES	NUMBERS	PARTS OF THE BODY	ANIMALS	CALENDAR	CLOTHING	WEATHER
BEGINNING	Au Revoir Bonjour Monsieur Madame Mademoiselle Ça va? Ça va bien Comment t'appelles-tu? Je m'appelle... Comment s'appelle-t'il? Il s'appelle... Comment s'appelle-t'elle? Elle s'appelle... Comment vous appelez-vous? A demain! A bientôt!	la chaise la porte la table le crayon la gomme le papier le crayon de couleur le drapeau le livre les ciseaux le stylo la carte la craie l'effaceur le tableau le professeur le cahier	bleu jaune rouge vert orange violet noir blanc marron gris rose beige couleur	le carré le cercle le triangle le rectangle le losange le demi-cercle l'ovale le cone	un à dix onze à trente et moins font	la bouche le nez la tête les oreilles les yeux les épaules l'estomac le corps la main la jambe le bras le pied les cheveux le genou	le chat le chien l'oiseau le lapin la tortue les animaux la vache le cheval le cochon la poule le mouton la ferme	lundi mardi mercredi jeudi vendredi samedi dimanche Quel jour est-ce aujourd'hui? Aujourd'hui c'est... Quelle est la date? C'est le... janvier février mars avril mai juin juillet août septembre octobre novembre décembre	le pantalon la chemise la robe la jupe le chapeau le short le pull-over la cravate les chaussures les chaussettes le tee-shirt le maillot la jaquette le pyjama	Il fait frais Il fait mauvais Il fait du soleil Il fait du vent
INTERMEDIATE	Je suis content(e) Je suis malade Je suis heureux(se) Je suis malheureux(se) J'ai mal... à la tête à la gorge au ventre à l'estomac à la dent	la salle de classe le bureau le pupitre la corbeille le placard la bibliothèque le gymnase la cassette la mini-cassette l'électrophone le disque la règle le globe	clair(e) foncé(e) blanche bleue grise verte violette brune		trente à cinquante multiplie par divise par fois cinquante à cent mille million	le cou le coude les doigts les doigts de pied le pouce la poitrine le ventre le dos le derrière le front la dent le cil la langue le visage la lèvre la joue	le cirque le singe l'éléphant le serpent le clown le lion le tigre l'ours la girafe le cerf le crocodile la mouche l'abeille l'aigle le chameau la grenouille	le printemps l'été l'automne l'hiver les saisons	les lunettes l'imperméable les bottes les gants le manteau l'écharpe le parapluie la veste le complet la montre les boucles d'oreilles le collier le sac la bague	Il fait du brouillard Il fait du tonnerre Il fait des éclairs Il gèle

Scope and Sequence of Vocabulary Units by Level

	FOODS	UTENSILS	FAMILY	HOUSE	TIME	TRANSPORTATION	NATURE	SPORTS	PLACES	PROFESSIONS
Beginning	la pomme l'orange la banane les cerises le raisin le fruit la poire le citron la pêche le café le thé l'eau le lait le vin	le couteau la cuillère la fourchette l'assiette	la mère le père la soeur le frère le bébé la famille la grand-mère le grand-père les grands -parents la fille le fils	la maison la cuisine la chambre le garage le salon La chaise la porte la fenêtre le toit la pièce la salle de bains la salle de séjour la salle à manger	l'heure midi minuit et demie	l'autobus la voiture la bicyclette le train l'avion le bateau la moto le bateau à voile le camion le ballon le taxi le canot le cheval le pied	la fleur l'arbre l'herbe le soleil la feuille le ciel l'abeille la plante l'arbuste la lune l'étoile	le football le football américain le basket le baseball le tennis le ski la lutte le cyclisme le hockey	la maison l'école le restaurant la boutique le cinéma la bibliothèque la station-service l'hôpital l'église le musée la banque le café le supermarché la librarie	le professeur le docteur l'infirmière le pompier le dentiste l'agent de police le fermier le savant le facteur le pilote le musicien la secrétaire l'artiste
Intermediate	le petit déjeuner le déjeuner le dîner le goûter le désert le pain la salade la soupe le fromage les pommes frites la viande le biftek le poisson les légumes les carottes les tomates la pomme de terre le haricot vert le menu le restaurant	la nappe la serviette le verre la tasse le sel le poivre	la tante l'oncle le cousin la cousine le neveu la nièce l'homme la femme le mari l'épouse	le fourneau le réfrigérateur la toilette le lavabo le divan le fauteuil le lit le tapis la lampe les rideaux la lampe le trottoir la pelouse la clef le mur le plafond le plancher le quartier	moins le quart et quart	l'aéroport le métro la gare	le dessert la forêt la montagne la plaine la campagne le tremblement de terre les régions du monde	le patinage l'équitation la natation la gymnastique la voile le judo les courses de voiture les courses de chevaux l'escrime Les Jeux Olympiques	la boulangerie l'épicerie la boucherie la patisserie la quincaillerie la confiserie l'usine le coiffeur le bureau de poste l'aéroport la pharmacie le kiosque le grand magasin	le boucher le boulanger le concierge le pêcheur l'entrepreneur la fleuriste le journaliste

Les Salutations



Greetings

General Objective: By the end of the intermediate level, the student will be able to use and respond to expressions of greetings, self-identification, and feeling.

Vocabulary By Level:

Beginning:

Bonjour, monsieur
mademoiselle
madame
Ça va?
Ça va bien, merci
Çomme ci, comme ça
Terrible!
Comment t'appelles-tu?
Je m'appelle...
Comment s'appelle-t-il?
Il s'appelle...
Comment s'appelle-t-elle?
Elle s'appelle...
Comment vous appelez-vous?
A bientôt!
A demain!

Intermediate:

je suis content(e)
je suis malade
je suis heureux(se)
je suis malheureux(se)
J'ai mal à la tête.
J'ai mal à la gorge.
J'ai mal au ventre.
J'ai mal à la dent.
J'ai mal à l'estomac.

Questions And Commands:

- Bonjour, comment ça va?
- Comment t'appelles-tu?
- Dis bonjour à...

Activities Included:

My Name is...Mobiles
Interview
Guess Who I Am?
Je m'appelle collage

Other Activities:

Practice conversations
Conversations with puppets
Je m'appelle book of entire class

Worksheets Included:

Finger puppet pairs activity

Unit: Greetings and Self Identification

Content Area: Social Studies

Level: Beginning

Title: My Name is . . . Mobiles

Objective: The student will be able to write information describing himself/herself. Students will be able to recognize similarities and differences between people.

Activity: The students bring in pictures of themselves or the teacher may take Polaroid pictures. The students then attach a sign that describes them. For example: Je m'appelle Patricia. J'ai 7 ans. Je suis blonde. J'aime le français. The amount of information given may vary according to the ability level of the students.

Unit: Self Identification

Content Area: Social Studies

Level: Intermediate

Title: Interview

Objective: The student will be able to ask questions of another person and report on the findings. The student will be able to recognize similarities and differences.

Activity: As a pair activity, students interview each other to obtain targeted information. After the interview, students are asked to orally report on their findings.

Unit: Greetings and Self Identification

Content Area: Social Studies

Level: Beginning

Title: Guess Who I Am

Objectives: Practice interrogative and learn to recognize fellow students on the basis of voice quality.

Activity: The teacher will select one student and blind fold him/her around several times. Students silently volunteer to ask the question: "Qui suis-je." The blindfolded student must successfully determine who the speaker is. C'est _____. As long as he/she is successful, he/she may remain blindfolded and other students volunteer to ask the question. If he/she is wrong, the student who fooled him/her is blindfolded and the game continues.

Variation: Blindfolded student asks "Qui est-ce?" Other students answers "C'est moi."

Unit: Greeting and Self Identification

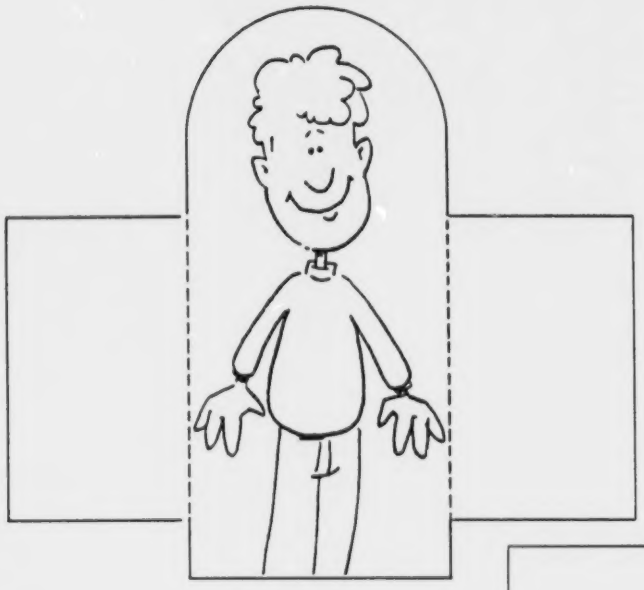
Level: Beginning

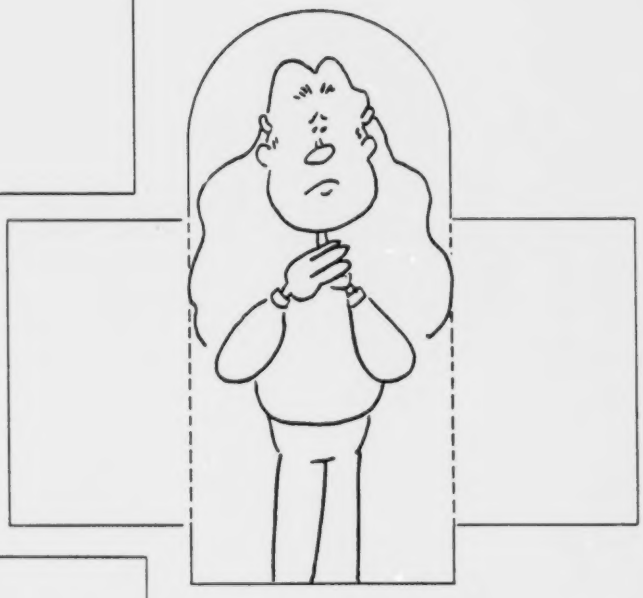
Title: Je m'appelle collage

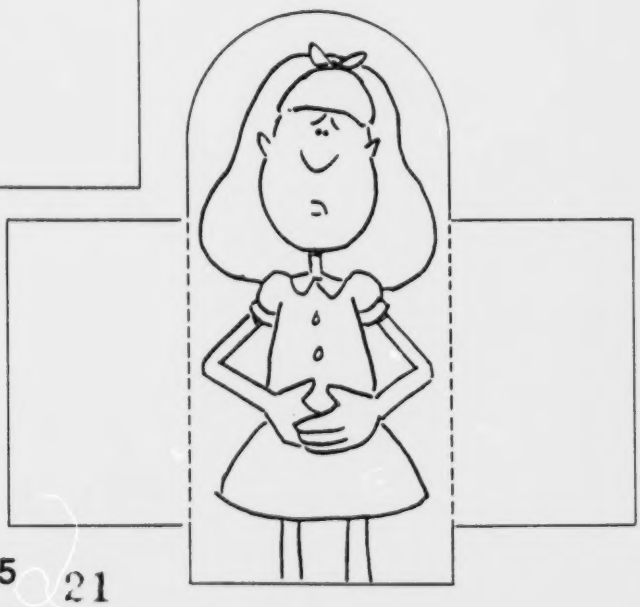
Objective: The student identifies him/her self and each other on the basis of a self portrait.

Activity: Students draw pictures of themselves. The teacher cuts the pictures out and pastes them to a piece of butcher paper on the wall. Students then guess who each "student" is: "Il s'appelle . . . / Elle s'appelle." As a final reinforcement, each student writes "Je m'appelle . . ." under their portrait.

Finger Puppet Worksheet







L'école

Classroom And School Objects

General Objectives: By the end of the intermediate level, the student will be able to orally identify the various parts of and objects in the classroom and on the school grounds and respond to commands which require manipulation of those objects.

Vocabulary By Level:

Beginning:

la chaise
la porte
la table
le crayon
la gomme
le crayon de couleur
le papier
le drapeau
le livre
les ciseaux
le stylo
l'élève
le professeur
la carte
la craie
l'effaceur
le cahier
le tableau

Intermediate:

la salle de classe
la bibliothèque
le gymnase
le bureau
le pupitre
le mouchoir
la poubelle
le placard
la cassette
la mini-cassette
l'électrophone
la règle
le globe
le disque
Monsieur le directeur
Madame la directrice
le concierge
la secrétaire
le couloir
l'entrée
la sortie
la fontaine publique

Directions And Commands:

- Montrez-moi la chaise.
- Donnez-moi le crayon, s'il vous plaît.
- De quelle couleur est la table?
- Marchez jusqu'à la porte.
- Est-ce que la table est grande ou petite?
- Asseyez-vous sur la petite chaise.

Activities Included:

What's In Common
I Spy
Metric Measurement
Something's Missing

Other Activities:

Devinez or I'm thinking of an object
E.S.P. Quête
La Quête
Qui a le crayon?
Telephone wire
Allez, arrêtez
Which object is missing?
T.P.R. commands

Unit: Classroom and School Objects

Content Area: Science

Level: All levels

Title: What's In Common?

Objective: Students identify and discuss common attributes among objects.

Activity: The teacher has a bag of classroom objects that have one attribute in common. Students must discover what the common attribute is.

Variation: This may also be made into a small group or pair activity by preparing a number of bags.

Unit: Classroom and School Objects

Content Area: Science

Level: All levels

Title: I Spy

Objective: Students identify and discriminate between objects on the basis of attributes.

Activity: Teacher describes an object in the room. Students guess which object it is.

Variation: Tell students that you are thinking of an object. They find out what it is by asking yes/no questions. For example: "Est-ce qu'il est rond?"

Unit: Classroom and School Objects

Content Area: Mathematics

Level: Intermediate

Title: Metric Measurement

Objective: Students will learn to estimate length and width of objects and to use associated vocabulary.

Activity: Teacher gives students a box of common classroom objects. They must estimate the length of each object and then measure them. This works well as a team or pair activity.

Unit: Classroom and School Objects

Level: Intermediate

Title: Something's Missing?

Activity: Students will work in pairs or small teams. Each member of pair or team gets one of two pictures. Both pictures are of the same classroom but each lacks certain things which the other picture has. Without looking at each others pictures, students have to ask questions (ex: As-tu 8 pupitres?) to determine which objects they differ on. Then students draw in missing objects so the two pictures are the same. (See worksheet.)

Les Couleurs

Colors

General Objective: By the end of the intermediate level, the student will be able to identify the primary colors regarding the various vocabulary units studied.

Vocabulary By Level:

Beginning:

bleu
orange
jaune
violet
rouge
noir
vert
gris
rose
beige
couleur
marron
blanc

Intermediate:

clair(e)
foncé(e)
blanche
bleue
brune
grise
noisette
verte
violette

Questions And Commands:

- Montrez-moi le crayon de couleur bleu.
- De quelle couleur est le drapeau français?
- De quelle couleur est ta jupe?
- Coupez le papier rouge avec les ciseaux.
- Montrez-moi la voiture jaune.
- Levez-vous si vous portez du violet.
- Touchez la tête si vous portez du vert.

Activities Included:

Creating Color
Color of the Day
Color Labeling
M & M's
Fall Leaves

Other Activities:

Label parts of the room in various colors
Ask questions regarding color about learned vocabulary
Coloring sheets
Color of the day (2nd grade)
Color and shape bingo
Make color books
Look at published color books and discuss in French

Worksheets Included:

Les Couleurs
Le Drapeau

Unit: Colors

Content Area: Science

Level: Beginning

Title: Creating Color

Objective: The student will demonstrate increased understanding of how colors are mixed to form new colors. The student will describe various color transformations.

Activity: This activity is presented much like a science experiment. The teacher has several clear bowls with food coloring and water mixed together. The primary colors are represented. Then the teacher chooses two colors to combine together and asks the class to predict what color will be formed. The colors are mixed and students discuss their predictions. This continues until a variety of new colors are created. As a summary activity, students are asked to summarize the experiment on paper showing the two colors that were combined and the color that resulted.

Unit: Colors

Content Area: Math-Charting and Graphing

Level: Beginning

Title: Color of the Day

Objective: Students will be able to describe and chart the variety of clothing worn by students.

Activity: As part of a special color day, students are asked to wear the color of the day. Discussion of various articles of clothing of the target color follows. Students are asked to graphically represent colors worn above the shoulders, in the middle and on the bottom.

Unit: Colors

Content Area: Science

Level: Beginning

Title: Color Labeling

Objective: The student will be able to identify different objects of various colors in the classroom. The student will identify color as a property of objects.

Activity: Construction paper is cut into squares and labeled according to its color. Students are then called on to find objects in the classroom that are a given color. For example, the teacher chooses a blue square and asks a student to label something in the room that is blue. The student sticks the color paper to the object.

Unit: Colors

Content Area: Math/Science

Level: Intermediate

Title: M & M's

Objective: Student will estimate and count, describe colors and graph.

Activity: Teacher divides students into small groups. Each group is given a bag of M & M's. On a chart, students write down an estimate of the number of yellow, red, brown and green M & M's which they think are in their packet. Then, they open the packets and count how many they actually have of each color. These results are also graphed and compared to estimates.

Unit: Colors

Content Area: Science

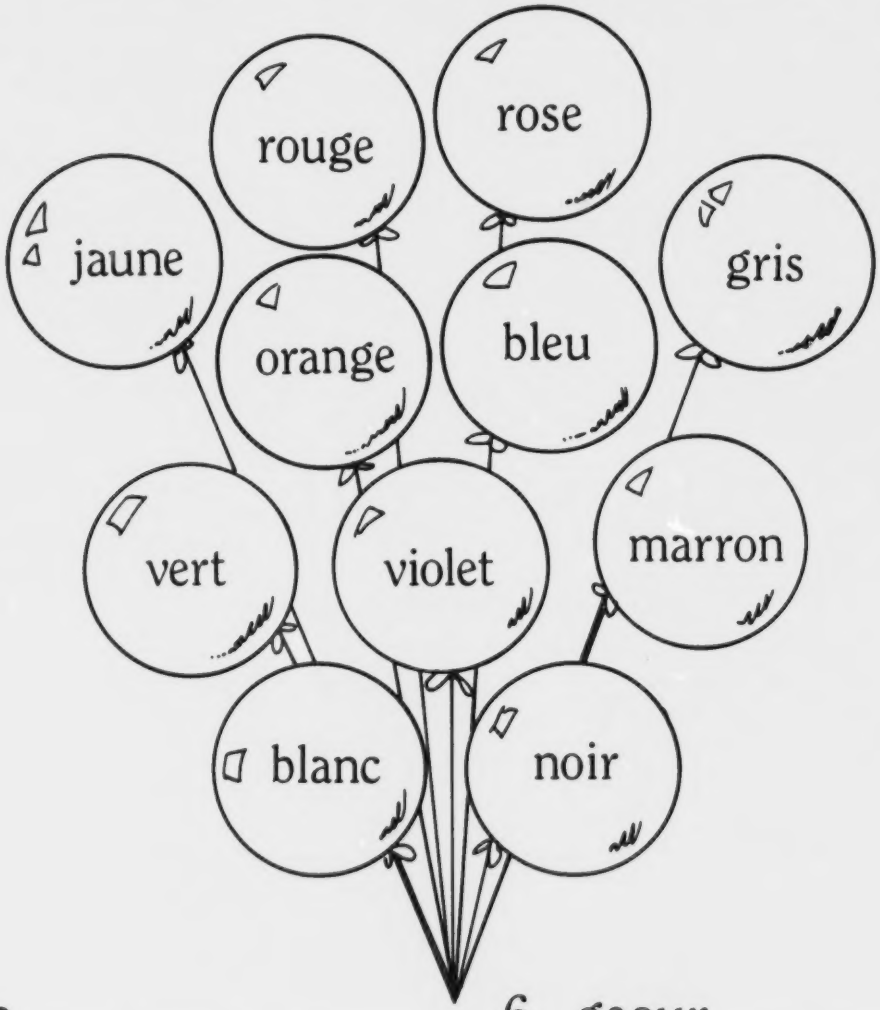
Level: All levels

Title: Fall Leaves

Objective: Students will graph and describe ways leaves are different from each other.

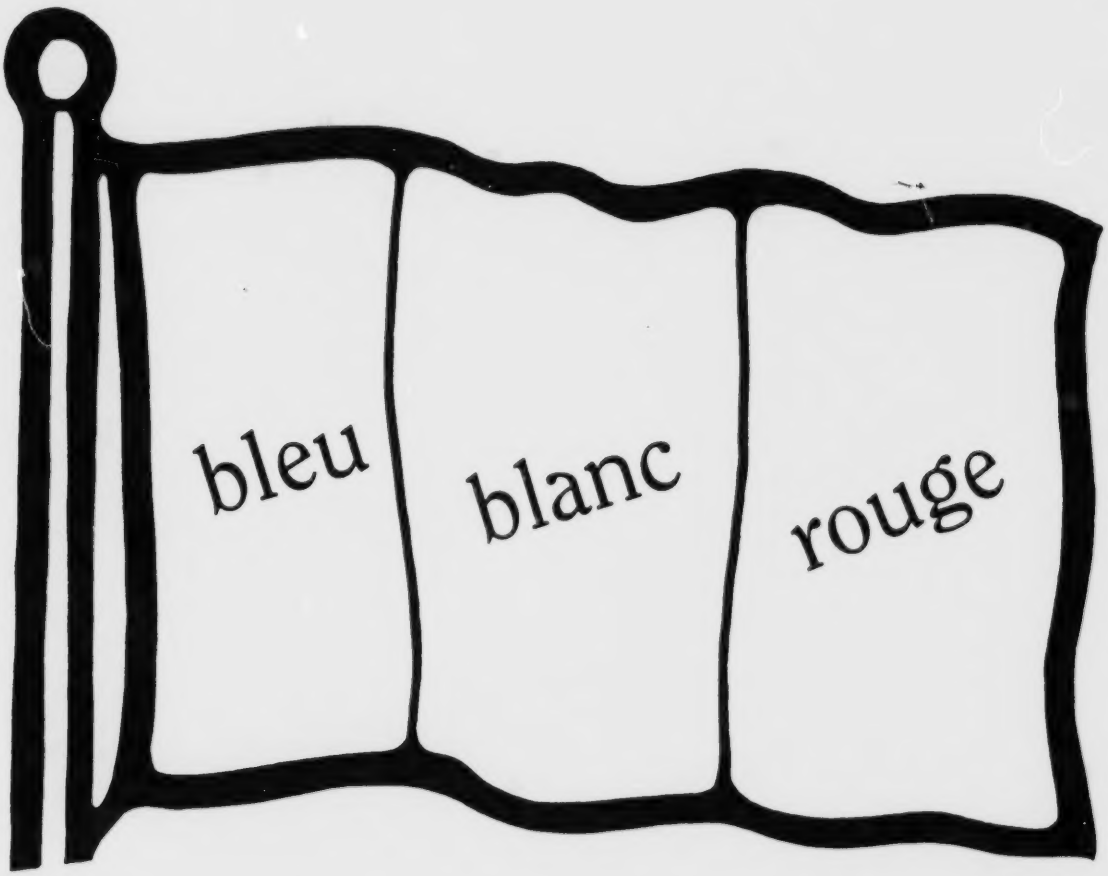
Activity: In small groups students work classifying bags of leaves. These results are then represented graphically. Note that they may also measure the leaves, sort by shape or identify the type of tree.

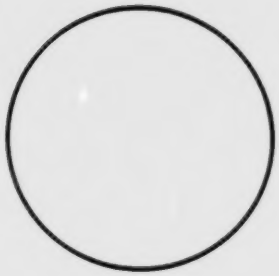
Les Couleurs



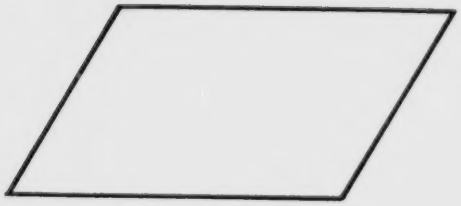
1. aujen _____
2. cbnal _____
3. risg _____
4. ebul _____
5. oinr _____
6. geour _____
7. rnorma _____
8. sero _____
9. lievot _____
10. etvr _____
11. geoarn _____

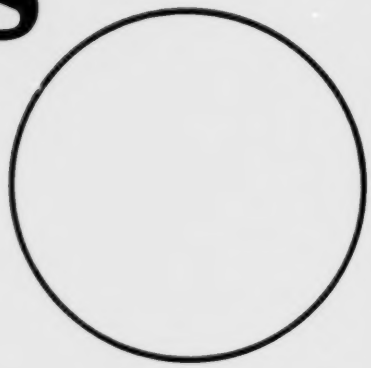
Le drapeau français

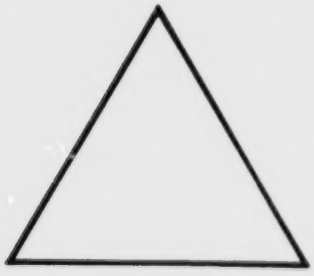


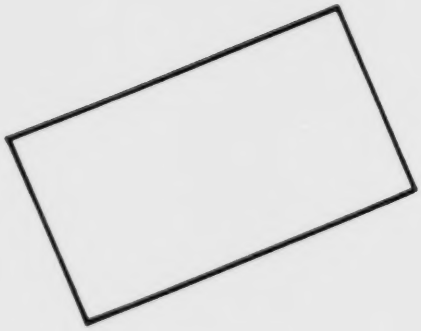


Les Formes









Shapes

General Objective: By the end of the intermediate level, the student will be able to identify simple geometric shapes.

Vocabulary By Level:

Beginning:

le carré
le cercle
le triangle
le rectangle

Intermediate:

le losange
le demi-cercle
l'ovale
le cône

Questions and Commands:

- Trouvez quelque chose qui est un triangle, etc.
- Montrez-moi le cercle bleu.

Activities Included:

Making Sets
Quick Draw McGraw
Color and Shape Concentration
Color Twister
Attribute blocks

Unit: Colors and Shapes

Content Area: Mathematics

Level: All levels

Title: Making Sets

Objective: The students will be able to classify colored shapes into various sets or subsets.

Activity: The teacher uses plastic magnetic shapes of various sizes and colors. They are put up on the blackboard and students are asked to sort them. Then, another student is asked to sort them in another way. Each time a student sorts the shapes, he/she must explain why they were sorted that way. Possibilities include sorting by colors, shapes, sizes, large pieces, small pieces, shapes that have straight sides, shapes that have four corners, one group of all shapes. The teacher can then demonstrate how some shapes fit into two groups. Students then practice dividing the sets into subsets, still explaining why the shapes are sorted that way.

Variation: An extension of this activity can be to place students in small groups and have them sort shapes into sets and subsets using hula hoops or pieces of yarn to form the intersecting sets. A worksheet might be a good follow-up activity.

Unit: Colors and Shapes

Level: All levels

Title: Quick Draw McGraw

Objective: The student will be able to demonstrate knowledge of color and shape vocabulary.

Activity: The class is divided into two groups. Color and shape cards are passed out to every student so that one student on each team has the same card. The teacher calls out a color and a shape. The first student to raise the correct card receives a point for his/her team.

Unit: Colors and Shapes

Level: All levels

Title: Color and Shape Concentration

Objective: The student will be able to name various colors and shapes.

Activity: A game board is constructed out of cardboard and paper pockets. It may also be made inside of a manilla folder for easy storage. Each pocket is numbered 1-20. Cards which have pictures of different colored shapes are placed in the pockets. A student is called on to choose two numbers in French. The cards in those pockets are named. If they match, the student keeps the pair and gets another turn. If not, the cards are put back in the pockets. This continues until all cards are matched.

Variation: This is a good activity for students to play in groups of three or four so that they will get more turns and use more of the target language.

Unit: Colors and Shapes

Level: All levels

Title: Color Twister

Objective: The student will be able to identify color and shape vocabulary and respond to given commands.

Activity: Color and shape pictures are drawn on a large piece of plastic (an outdoor table cloth may be used). The plastic is placed on the floor. The teacher gives directions and the students respond appropriately. Such as, "Mettez la main droite sur le cercle rouge" or "Sautez sur le triangle vert."

Unit: Shapes

Content Area: Mathematics

Level: Beginning

Title: Attribute Blocks

Objective: Student will identify and label different shapes.

Activity: Divide students into small groups, each with a set of attribute blocks or cardboard shapes. Ask students to divide the blocks into 3 groups. Leave each student with a set of blocks that differ only in shape (not in color or size). Name the shapes: "C'est un cercle. Qu'est-ce que c'est?" Have the students answer until they learn the names of the various shapes. "C'est un _____." Provide additional practice by giving simple commands: "Put the square on your head. Hold the triangle in your left hand."

Variations:

1. Provide written labels on cards. Have the students match attribute blocks to word cards.

2. Have students write the word for each shape that their partner shows them.

3. Have students practice with worksheets which require them to draw or label shapes.

Les Nombres

un

8

neuf

10

deux

3

huit

6

trois

4

2

9

sept

quatre

six

cinq

7

5

1

dix

Numbers

General Objective: By the end of the intermediate level, the student will learn the numbers from 1 to 1000 and use their knowledge of numbers to identify phone numbers, addresses, birthdays; perform simple mathematic problems such as addition and subtraction; and use measurement skills.

Vocabulary By Level:

Beginning:

un
deux
trois
quatre
cinq
six
sept
huit
neuf
dix
onze à trente
et
moins
font

Intermediate:

trente à cinquante
multiplie par
divise par
fois
cinquante à cent
mille
million

Questions And Commands:

- Comptez de un à dix, s'il vous plaît.
- Quel est votre numéro de téléphone?
- Quelle est la date de ton anniversaire?
- Quel âge as-tu?
- Combien font un et deux?
- Combien font dix moins neuf?

Activities Included:

Memory
Number Recognition
La Bataille des Étoiles
Paired Number Patterns
Maurice, the Metric Monster
Shoe Box Estimation
Estimation Golf
Don't Bug Me
Cooperative Fractions

Other Activities:

Counting chart
Counting scroll, add a number each day
Calendar Activities
Patterning exercises
Counting cheer
Number song
Count students who wear a certain color, etc.
Number bingo

Worksheets Included:

Les Fractions
Flash Cards
Read the Numbers
Word Search
Complétez la Série
L'Addition
La Soustraction
Suivez la Course
L'Addition et La Soustraction
Crossword
La Bataille des Etoiles

Unit: Numbers

Content Area: Mathematics

Level: All levels

Title: Memory

Objective: The student will be able to recognize and use numbers out of sequence.

Activity: Two number card packets are distributed to students divided into pairs or small groups. Each group receives two number card packets. The numbers are mixed up and then placed face down on the table. Each student then chooses two cards and says the number found on each card. If the numbers match, the student keeps the pair and tries again. If the numbers do not match, they are turned face down again and it is then the next player's turn. The game is over when all numbers have been paired. The player with the most pairs wins.

Variation: This game may be played with any vocabulary unit. Another variation might be to write the word on one card and the numeral on the other card to reinforce both concepts.

Unit: Numbers

Content Area: Mathematics

Level: All levels

Title: Number Recognition

Objective: The student will be able to recognize numbers out of sequence as well as recognize number words out of sequence.

Activity: Students are grouped in pairs. Each pair receives a packet of numbers 1-10, 1-20, or words 1-10 or 1-20. First, students use the packets to review the numbers in order with one person holding the cards and the other saying the words. Roles are then reversed. Next, students quiz each other saying the word backwards and finally scrambling the numbers up and recognizing numbers out of order.

Unit: Numbers

Content Area: Mathematics

Level: Intermediate

Title: La Bataille des Etoiles

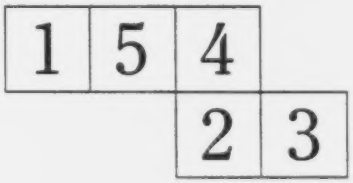
Objective: The student will use number vocabulary to solve a given problem.

Activity: Gameboards included in this guide are distributed to students divided into pairs. Each student is given a game board and asked to indicate the placement of three spaceships on his/her gameboard. A ship is made up of three numbers in a row either horizontally, vertically or diagonally. After the ships are marked on the gameboard, the first player tries to determine the placement of the opponents boats by asking a number. If a portion of the opponent's ship is the number that is called, he/she must say "oui" to indicate a hit. If the number called by the other player is not a portion of the opponent's ship, he/she answers "non" to indicate a miss. A ship is destroyed when all three parts of it is hit and the player indicates this by saying "fini." The game is over when all three ships on a player's gameboard are destroyed. The winner is the player who still has a spaceship left.

Unit: Numbers

Content Area: Mathematics

Level: Intermediate



Title: Paired Number Patterns

Objective: The student will be able to use numbers out of sequence and understand concepts such as next to, above, below, to the right of and to the left of.

Activity: Students are divided into groups of two. Each group is given a number packet and an envelope containing sequence cards. A partition is placed between the two students so that neither can see the other person's table. The first player takes a card out of the envelope. The card has numbers placed in a given sequence such as in the example above. The student then describes the placement of the numbers to their partner. The object is for the number cards to be placed in the same location as indicated on the sequence card.

Variation: This activity can also be done with colored blocks to reinforce color and shape vocabulary.

Unit: Numbers

Content Area: Mathematics

Level: Intermediate

Title: Maurice, the Metric Monster

Objective: The student will be able to estimate lengths in centimeters.

Activity: A monster is made using a large garbage bag for the body and tag board for the head. In the mouth of the monster, a metric ruler is glued. Maurice is a finicky eater and can only eat food that is less than 10 centimeters. Students may choose from various objects displayed on a table and determine whether Maurice can eat them. Once an item is chosen, it is measured on Maurice's mouth. If he can eat it, it is placed in his stomach (the garbage bag).

Unit: Numbers

Content Area: Mathematics

Level: Intermediate

Title: Shoe Box Estimation

Sample Worksheet

Object	Estimate	Actual Size
1.		
2.		
3.		
4.		
5.		
6.		

Objective: The student will be able to estimate lengths in centimeters and weight in centigrams.

Activity: Students are divided into groups. Each group is given a shoe box of assorted objects. One shoe box is for centimeters and another is for centigrams. Students open the boxes and find the directions for the activity. First they are to sort the objects from smallest to largest. Then students are to estimate the length or weight and record their estimates. Once the estimates are completed, the students measure or weigh the objects and record the results. The sheet is then turned in.

Unit: Numbers

Content Area: Mathematics

Level: Intermediate

Title: Estimation Golf

Objective: Students will increase their ability to measure correctly in the metric system using centimeters. The student will be able to use numbers from one to fifty.

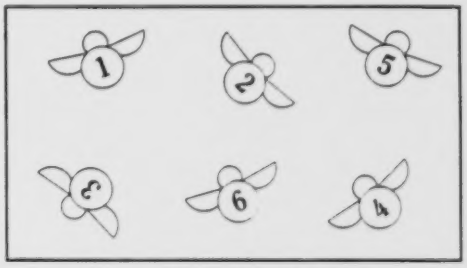
Activity: The student opens a shoe box which contains a package of assorted objects. Each object represents a hole in the golf game. Two or three students play at one time. Each player takes an object and estimates its length in centimeters. The estimate is recorded on the scorecard. Then the player measures the objects and records the actual length in centimeters on the scorecard. The difference between the estimate and the measurement becomes the score for that hole. This is done for each of the objects in the box. The lowest score combined is the winner.

Unit: Numbers

Content Area: Mathematics

Level: All levels

Title: Don't Bug Me



Gameboard

Objective: Students will be able to identify numbers and number words out of sequence.

Activity: A game board is made out of a large piece of tag board and construction paper. The paper is cut to look like flies. Ten flies are glued on the tag board and numbers are written on each fly. Students are divided into teams. One member of each team is given a fly swatter. The teacher calls out a number and the student who first hits the fly of that number with the fly swatter wins a point for their team.

Variation: Flies may have numbers from 1-10 written on them or it could be varied with numbers from 11-20 or numbers by 10's or with the number words written out for word recognition skills. This game could also be used for other vocabulary units with pictures of vocabulary items glued on each of the flies.

Unit: Numbers

Content Area: Mathematics

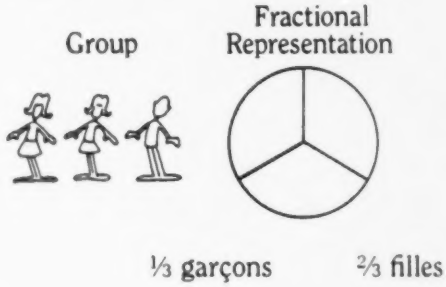
Level: Intermediate

Title: Cooperative Fractions

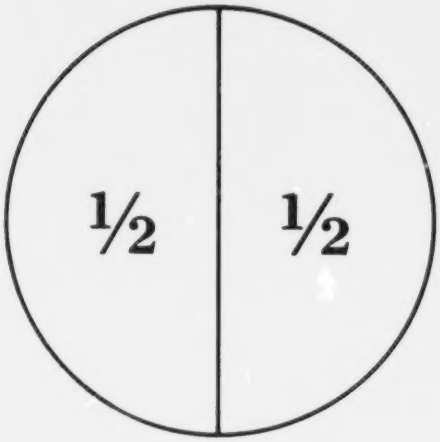
Objective: Students will be able to group by attributes and represent them in the form of fractions.

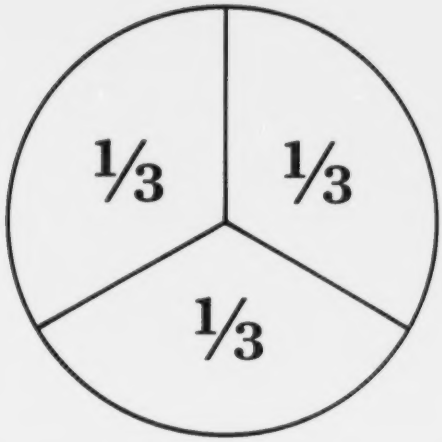
Activity: Students are divided into groups of 4 to 6 students. Each group will be asked to divide their group according to a list of different attributes. For example, the group might be divided by boys and girls, color of eyes, color of hair, etc. Once the group is divided, they must represent the division in the form of a fraction and also graphically using a pie chart. Use pie graph worksheet on next page to accompany this activity.

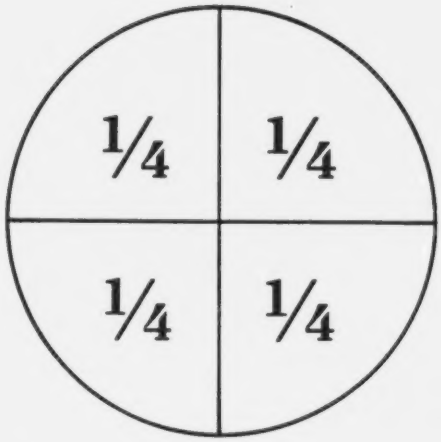
Example: Attribute is boys and girls.

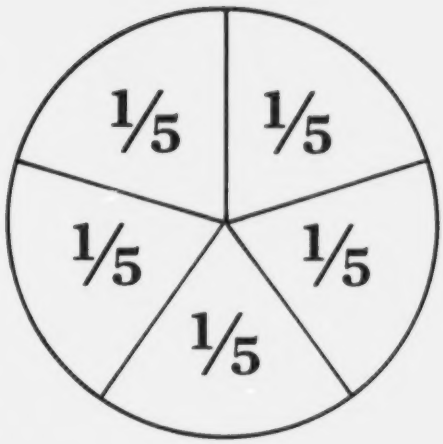


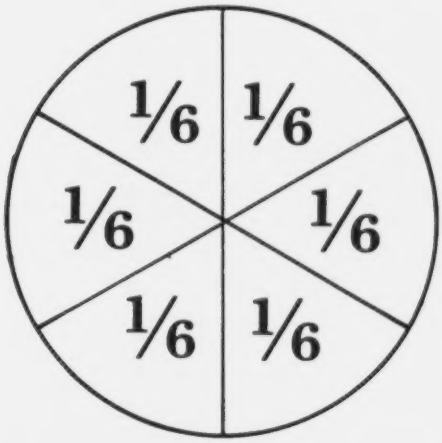
Les Fractions











• un	deux
trois	quatre
• cinq	six
sept	huit
• neuf	dix

• onze	douze
treize	quatorze
• quinze	seize
dix-sept	dix-huit
• dix-neuf	vingt

31

1	2
3	4
5	6
7	8
9	10

11	12
13	14
15	16
17	18
19	20

Les Nombres

Lisez les nombres suivants verticalement
et ensuite horizontalement.

1	11	21	31	41	51	61
2	12	22	32	42	52	62
3	13	23	33	43	53	63
4	14	24	34	44	54	64
5	15	25	35	45	55	65
6	16	26	36	46	56	66
7	17	27	37	47	57	67
8	18	28	38	48	58	68
9	19	29	39	49	59	69
10	20	30	40	50	60	70

Les Nombres

Liste des Mots

Un	Six
Deux	Sept
Trois	Huit
Quatre	Neuf
Cinq	Dix

Complétez la Série

1. (a) un
   (b) _____
   (c) _____

2. (a) _____
   (b) sept
   (c) _____

3. (a) _____
   (b) neuf
   (c) dix

4. (a) huit
   (b) _____
   (c) _____

5. (a) _____
   (b) trois
   (c) _____

6. (a) quatre
   (b) _____
   (c) _____

7. (a) _____
   (b) _____
   (c) neuf

8. (a) _____
   (b) quatre
   (c) _____

9. (a) cinq
   (b) _____
   (c) _____

10. (a) sept
    (b) _____
    (c) _____

Complétez la Série

1. (a) un
   (b) _____
   (c) _____

2. (a) cinq
   (b) _____
   (c) _____

3. (a) _____
   (b) neuf
   (c) _____

4. (a) neuf
   (b) _____
   (c) _____

5. (a) _____
   (b) quatorze
   (c) _____

6. (a) dix-sept
   (b) _____
   (c) _____

7. (a) _____
   (b) _____
   (c) vingt

8. (a) dix
   (b) _____
   (c) _____

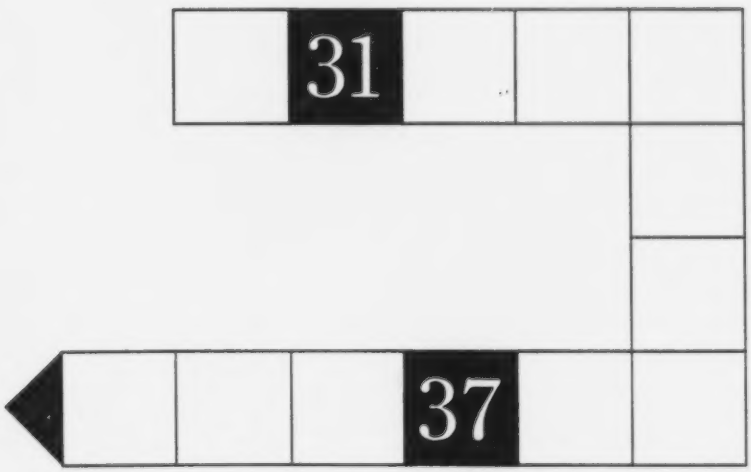
9. (a) quinze
   (b) _____
   (c) _____

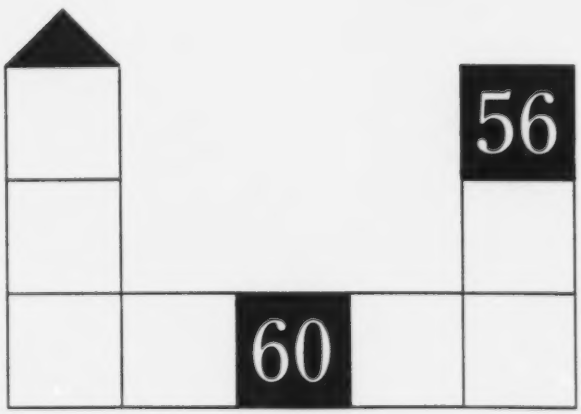
10. (a) douze
    (b) _____
    (c) _____

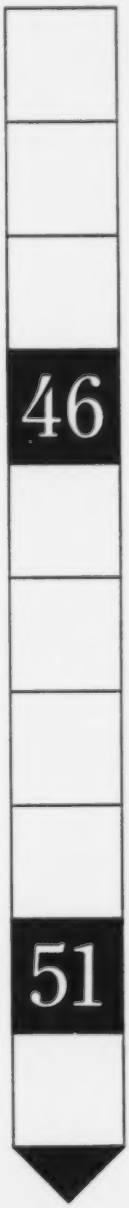
Nom _____

Date _____

Complète les séries!



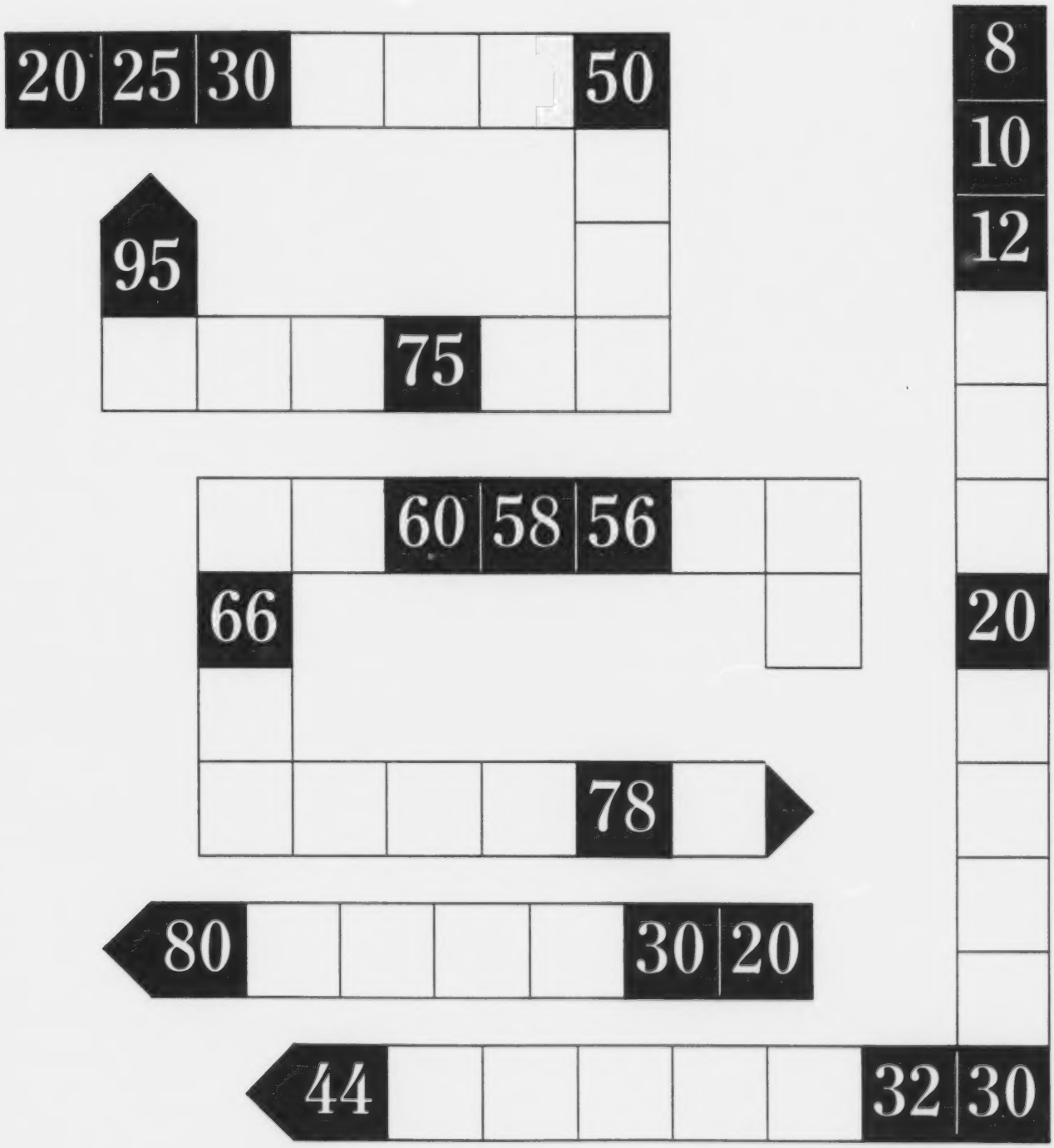




Nom _____

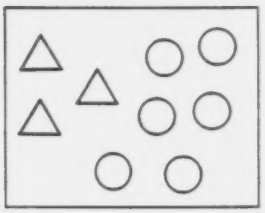
Date _____

Complète les séries!

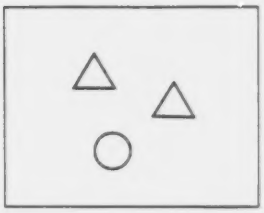


L'Addition

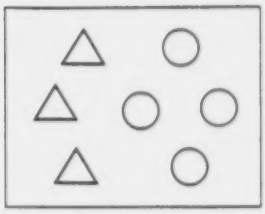
Exemple:



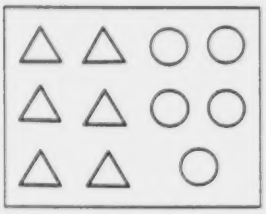
____ triangles
\+ ____ cercles
_____
☐



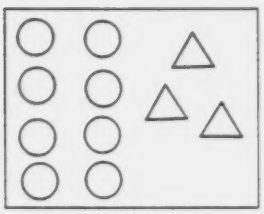
____ triangles
\+ ____ cercles
_____
☐



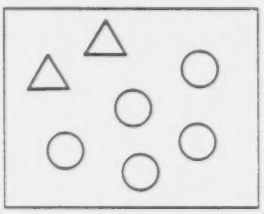
____ triangles
\+ ____ cercles
_____
☐



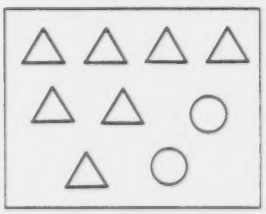
____ triangles
\+ ____ cercles
_____
☐



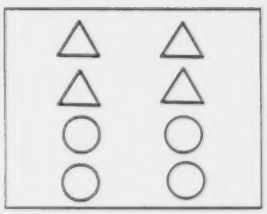
____ triangles
\+ ____ cercles
_____
☐



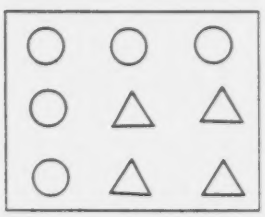
____ triangles
\+ ____ cercles
_____
☐



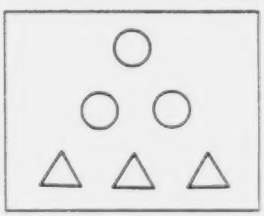
____ triangles
\+ ____ cercles
_____
☐



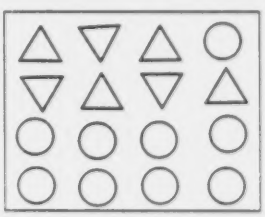
____ triangles
\+ ____ cercles
_____
☐



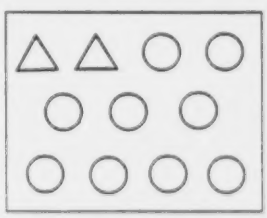
____ triangles
\+ ____ cercles
_____
☐



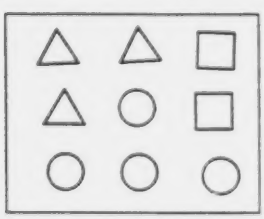
____ triangles
\+ ____ cercles
_____
☐



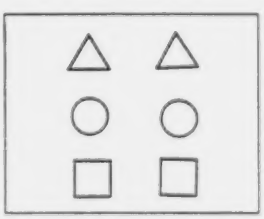
____ triangles
\+ ____ cercles
_____
☐



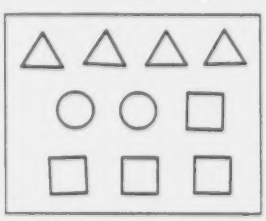
____ triangles
\+ ____ cercles
_____
☐



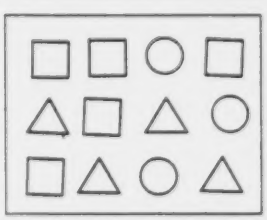
____ triangles
____ cercles
\+ ____ carrés
_____
☐



____ triangles
____ cercles
\+ ____ carrés
_____
☐



____ triangles
____ cercles
\+ ____ carrés
_____
☐



____ triangles
____ cercles
\+ ____ carrés
_____
☐

Les Nombres

1. un
2. deux
3. trois
4. quatre
5. cinq
6. six
7. sept
8. huit
9. neuf
10. dix

Exemple:

un	un	deux	quatre
+ un	+ trois	+ un	+ deux
deux			

deux	six	huit	six	un
+ deux	+ trois	+ deux	+ quatre	+ quatre

deux	trois	quatre	cinq	neuf
+ sept	+ deux	+ quatre	+ deux	+ un

Les Nombres

11. onze
12. douze
13. treize
14. quatorze
15. quinze
16. seize
17. dix-sept
18. dix-huit
19. dix-neuf
20. vingt

Exemple:

six	dix	douze	onze
+ six	+ deux	+ quatre	+ trois
douze			

quatorze	dix-sept	treize	seize
+ un	+ deux	+ cinq	+ un

quinze	dix-neuf	dix-huit
+ cinq	+ un	+ un

Les Nombres

1. un
2. deux
3. trois
4. quatre
5. cinq
6. six
7. sept
8. huit
9. neuf
10. dix

Exemple:

deux	trois	trois	cinq
– un	– deux	– un	– deux
un			

sept	dix	huit	neuf
– quatre	– cinq	– un	– cinq

neuf	six	quatre
– huit	– un	– deux

Les Nombres

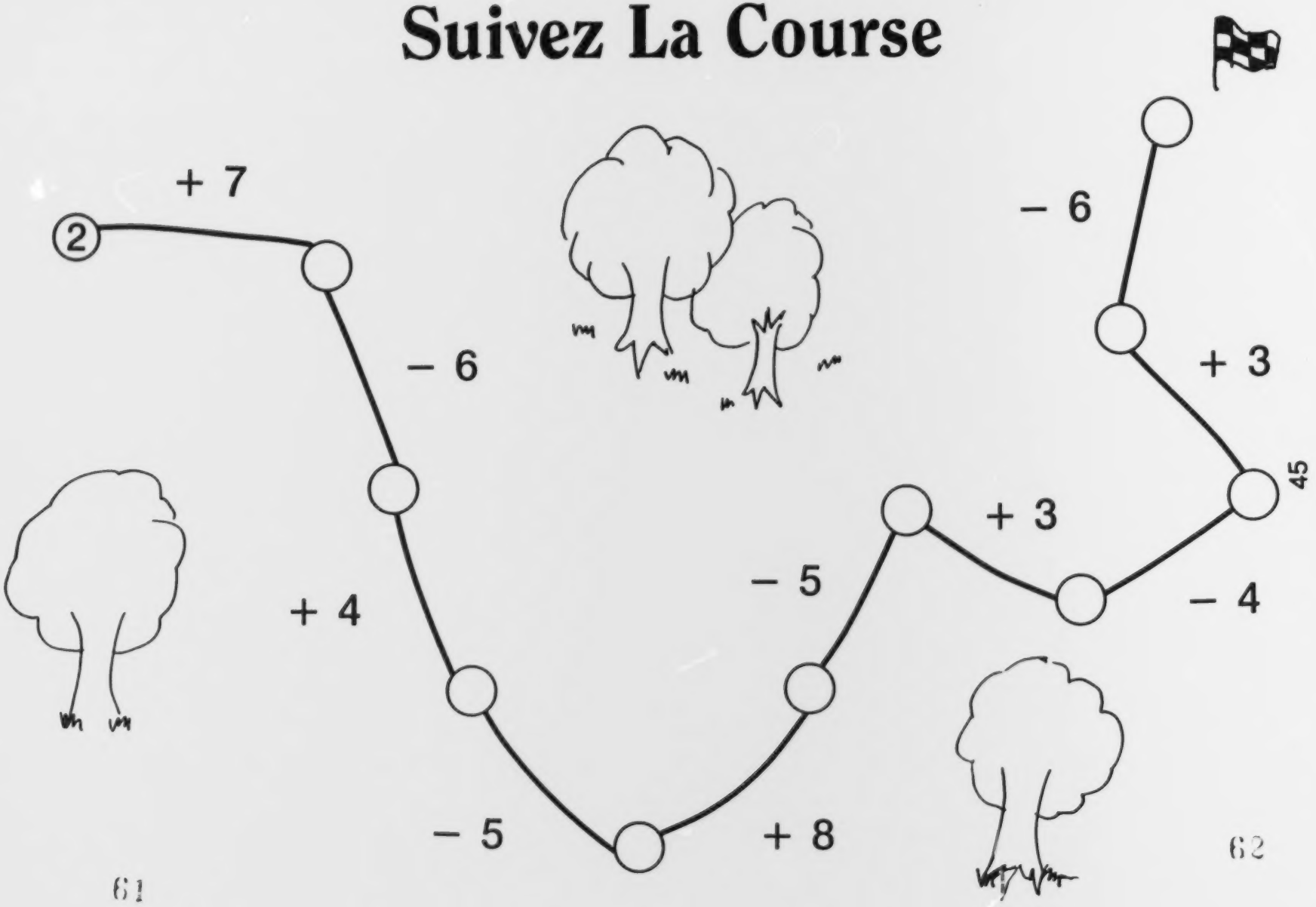
1. un
2. deux
3. trois
4. quatre
5. cinq
6. six
7. sept
8. huit
9. neuf
10. dix

un	trois	deux	trois	quatre
+ un	− deux	− un	− un	+ deux

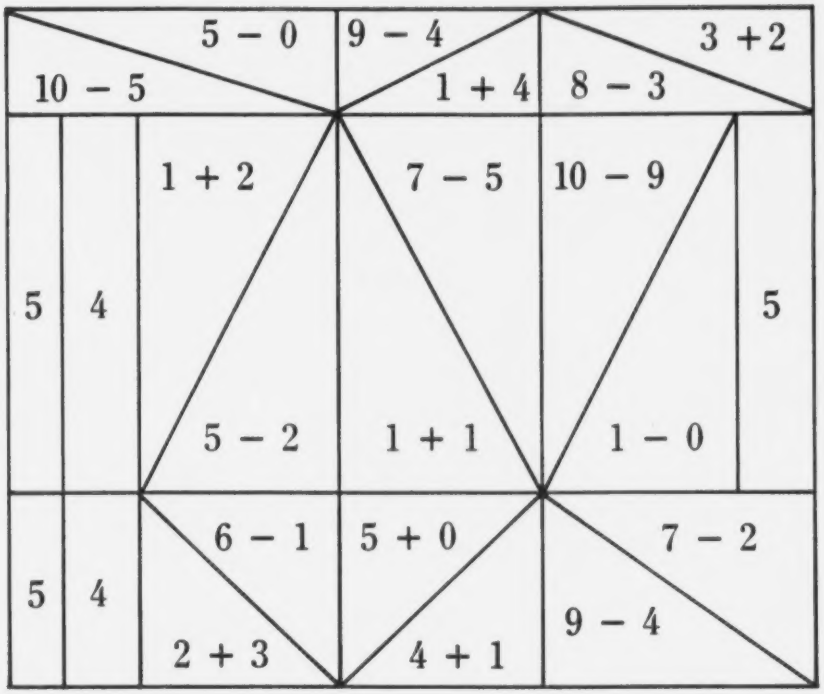
cinq	sept	deux	six	huit
− deux	− quatre	+ deux	+ trois	− un

neuf	deux	trois	dix	huit
− cinq	+ sept	+ deux	− cinq	− quatre

Suivez La Course



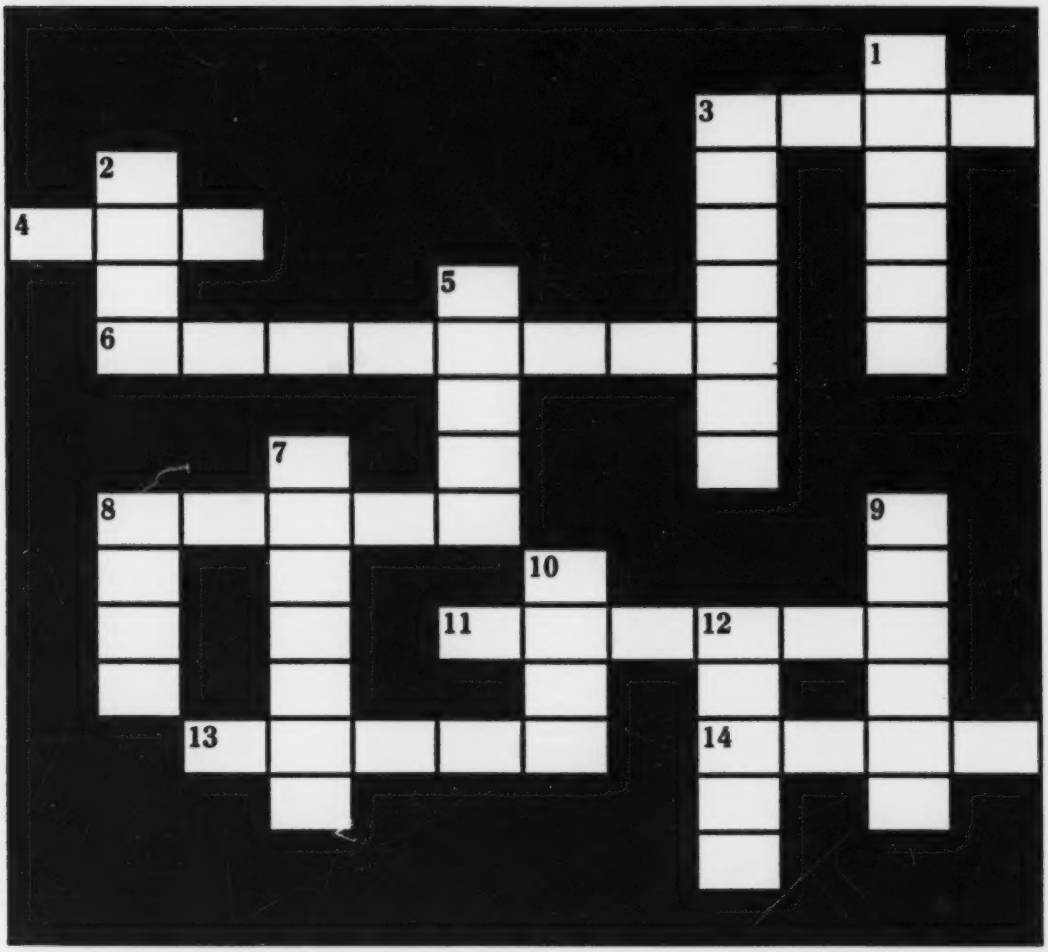
L'Addition et La Soustraction



Faites l'addition et la soustraction pour colorer le dessin.

Si la réponse est 1, colorez en rouge
Si la réponse est 2, colrez en blanc
Si la réponse est 3, colrez en bleu
Si la réponse est 4, colrez en marron
Si la réponse est 5, colrez en jaune

Les Nombres



Horizontalement

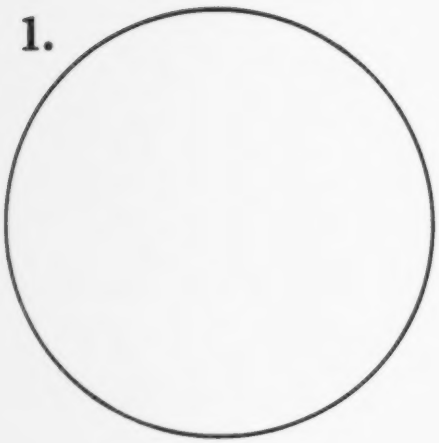
3. Zéro + Deux =
4. Vingt − Dix =
6. Sept × Deux =
8. Quatre × Quatre =
11. Onze − Sept =
13. Dix-huit + Six − quatre =
14. Un + Deux + Trois + Quatre + Un =

Verticalement

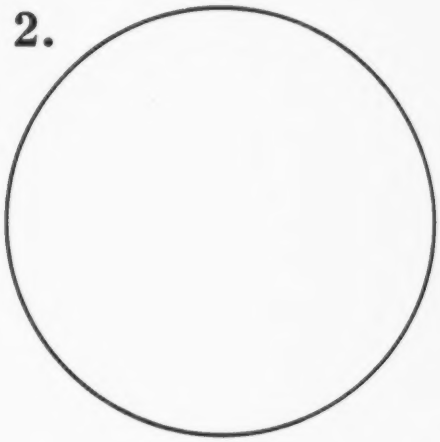
1. Huit + Sept =
2. Trois + Deux =
5. Quinze − Trois =
7. Deux × Neuf =
9. Cinq + Huit =
10. Quatre × Deux =
12. Neuf − Six =

Les Fractions

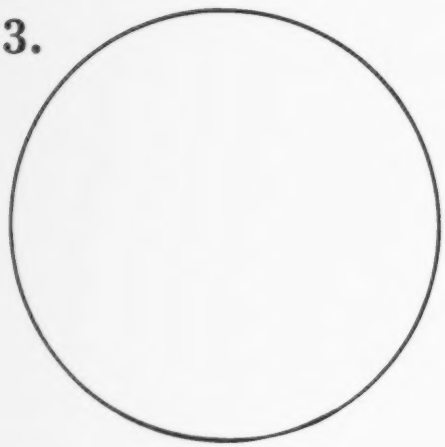
1.



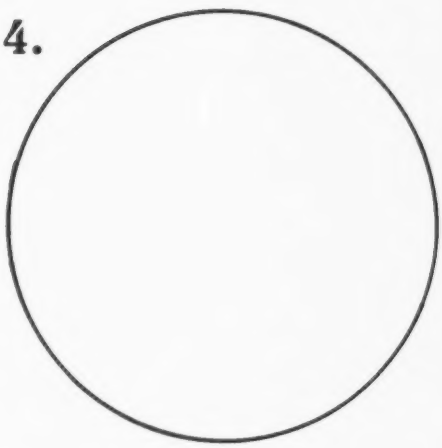
2.



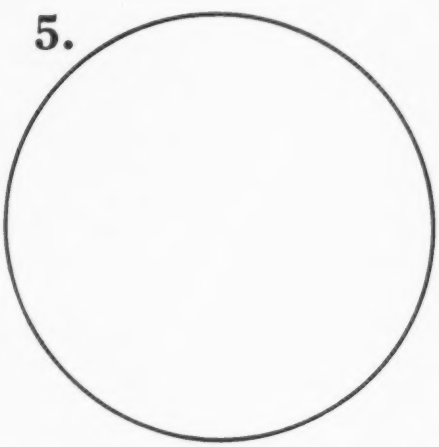
3.

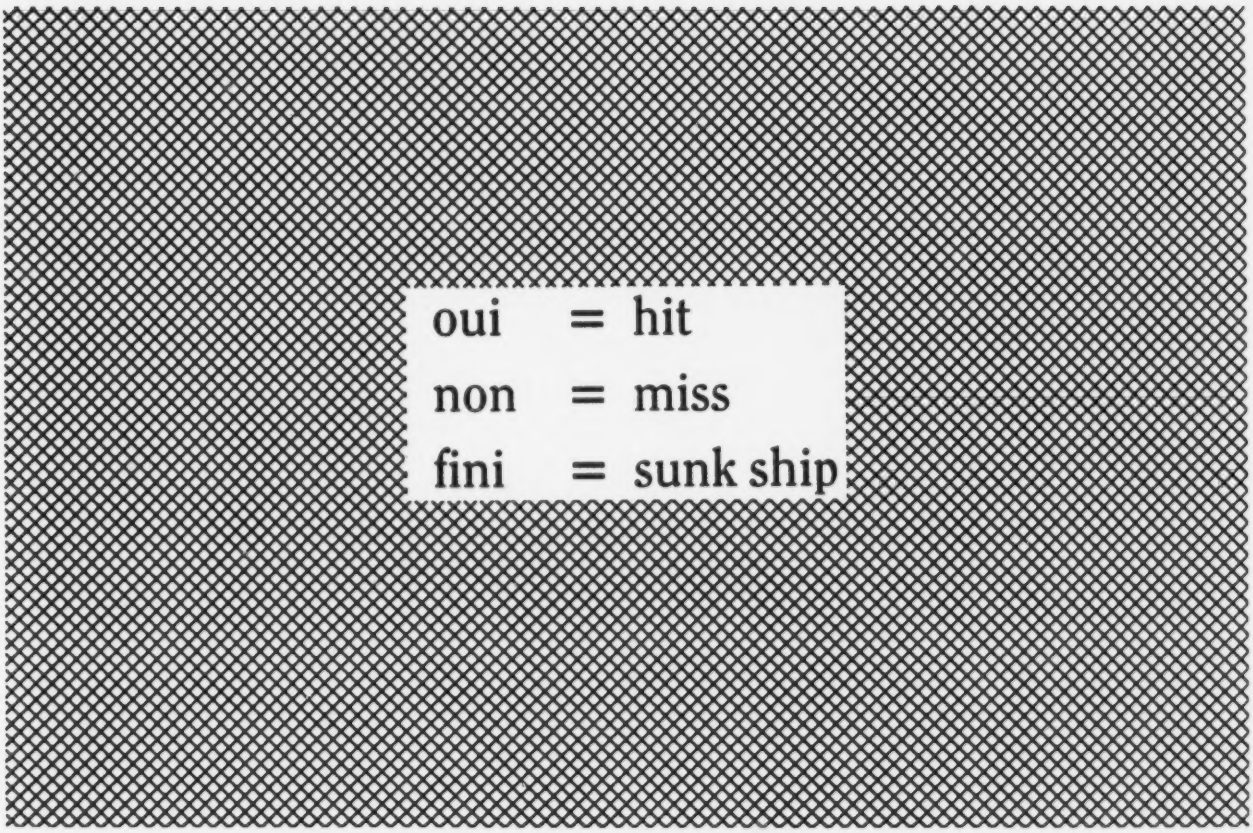


4.



5.



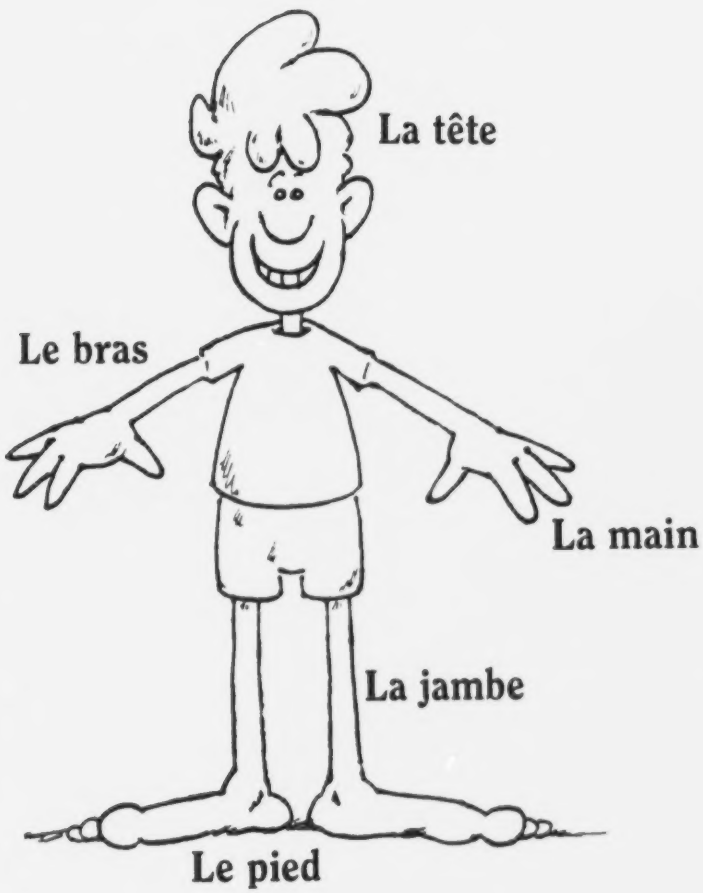


La Bataille des Étoiles

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Choose 3 places on the number board to place your space ships. A space ship is made up of three numbers in a row vertically, diagonally or horizontally. The first person to destroy all of the opponent's ships is the winner.

Les Parties du Corps



Parts Of The Body

General Objective: By the end of the intermediate level, the student will be able to correctly identify various parts of the body and use them in meaningful sentences.

Vocabulary By Level:

Beginning:

la bouche	la main
le nez	la jambe
la tête	le bras
les oreilles	le pied
les yeux	les cheveux
les épaules	l'estomac
le corps	le genou

Intermediate:

le cou	la poitrine
le coude	le cil
le(s) doigt(s)	la dent
l'orteil	le front
le pouce	la joue
le ventre	la langue
le dos	la lèvre
le derrière	le visage

Questions And Commands:

- Touchez la tête.
- Montrez-moi le nez.
- Combien de pieds as-tu?
- Touchez la bouche et sautez.
- Touchez l'épaule de la personne à côté de vous.
- Simon dit "touchez l'oreille avec la main gauche".

Activities Included:

"Mon jumeau"
Quel est le problème?
Nose, Eyes, Toes
"Are you Square?"

Other Activities:

T.P.R. commands
Alouette song and worksheet
Twister
Le Boogie Woogie
Je peux toucher ma tete, regarde-moi
Parts of the body bingo
Worksheets
Flannel board activities
Jacques a dit

Worksheets Included:

Finger Pupper Worksheet
Le Monstre Bizarre

Unit: Parts of the Body

Content Area: Science

Level: All levels

Title: "Mon jumeau"

Objective: Students trace and label the parts of the body.

Activity: Using butcher paper, the teacher traces around each student. Students then cut out their "shadows" and label the parts of the body. They may also color and draw on the cut out the clothes they are wearing. These cut out figures can then be tacked to a bulletin board and serve as a focus for review of colors, clothing and, of course, body parts.

Unit: Parts of the Body

Content Area: Science

Level: All levels

Title: Quel est le Problème?

Objective: Students recognize and discuss different parts of the body and their placement.

Activity: Teacher shows students a "mixed up" body on the flannel board. Students describe the inaccuracies and then put the body back in order.

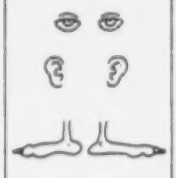
Variation: With intermediate students, discussion may be expanded to the function of each part and why it needs to be where it is.

Unit: Parts of the Body

Content Area: Math

Level: Beginning

Title: Nose, Eyes, Toes

1	2	plus de 2
		

Objective: Students will count, graph and discuss the different parts of the body.

Activity: Teacher supplies blank chart. Students must identify body parts and then "draw" them under the correct heading.

Unit: Parts of the Body

Content Area: Math

Level: Intermediate

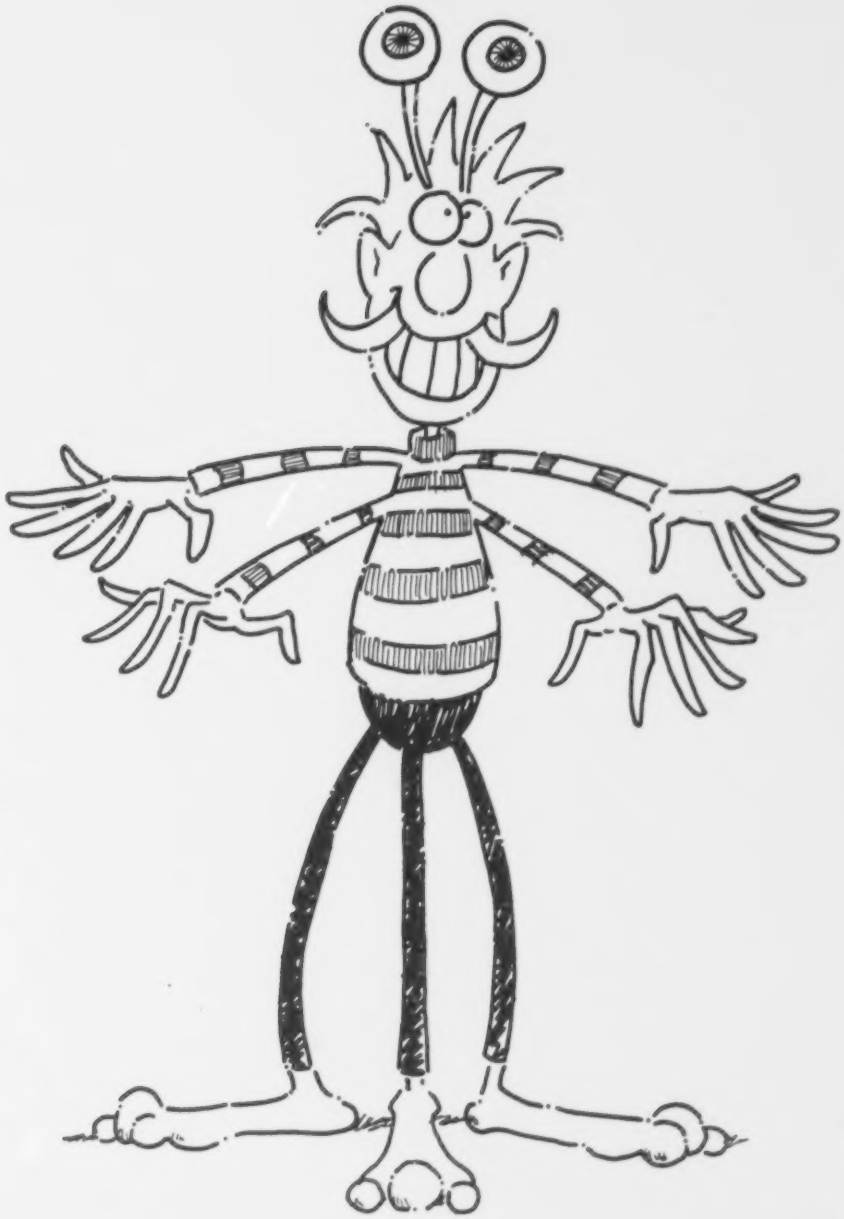
Title: "Are you Square?"

les parties du corps	Name	Name
les yeux		
les oreilles		
le nez		
les bras		
les jambes		

Objective: Students will practice measuring parts of the body and discuss their "findings."

Activity: Teacher gives students a survey form. They work in pairs to measure each other and complete the form.

Le Monstre Bizarre



Les Animaux

BEST COPY AVAILABLE

Animals

General Objective: By the end of the intermediate level, the student will be able to identify various animals in the target langauge as well as be able to respond to questions about animals.

Vocabulary By Level:

Beginning:

le chat
le chien
l'oiseau
le lapin
les animaux
la tortue
la vache
le cheval
le cochon
la poule
le mouton
la ferme
le zoo

Intermediate:

le cirque
le singe
le serpent
l'éléphant
le lion
le tigre
l'ours
la girafe
le cerf
le crocodile
la mouche
l'abeille
l'aigle
le chameau
la grenouille

Questions And Commands:

- Montrez-moi le chat.
- Quel son fait la vache?
- De quelle couleur est le chien?
- Est-ce que l'éléphant est grand ou petit?
- Où se trouve le tigre? Au zoo, à la maison?
- Qu'est-ce que le lapin mange?

Activities Included:

Charting Pets
Habitats
Animals and their young
What do animals have in common?

Other Activities:

Old McDonald had a farm
I went to a farm in France one day
Animal books
Flannel board activities
Charades

Worksheets Included:

Qu'est-ce qu'il mange?
Habitats
Combien de Pieds?
Methods of Locomotion

Unit: Animals

Content Area: Mathematics

Level: All levels

Title: Charting Pets

Objective: The student will be able to demonstrate graphically the variety of pets owned by members of the class.

Activity: The teacher discusses which animals would be good pets. Students are then asked to tell what kind of a pet they own. "Post it" note pad paper is distributed to all students and they are asked to draw a picture of their pet and write down its name. When that is completed, students place their paper in the correct area of a graph. When all students have completed the task, they are asked which pet is the most common, least common, etc.

Variation: Students could do a poll of common pets among other school students and report their findings graphically.

Unit: Animals

Content Area: Science

Level: All levels

Title: Habitats

Objective: The student will be able to identify the habitats of various animals.

Activity: The teacher leads a discussion of where animals live. A map of the world may be used to ask where animals live. Then pictures of habitats are shown and students must categorize the animals according to the habitat. Animals could also be organized by where they are found, the farm, the house, the zoo, the desert, the jungle, etc.

Variation: As a research project for older students, a student could choose an animal and plot on the map all the places in the world where that animal can be found. This would be a good exercise to combine science, geography concepts and global awareness.

Unit: Animals

Content Area: Science

Level: Beginning

Title: Animals and Their Young

Objective: Students will be able to match adult animals with their young.

Activity: Basic animal vocabulary is taught. Students are then asked to match pictures of adult animals and their young. Questions such as "Which babies go with their parents?" or "Do the young resemble their parents?" could be asked. A worksheet might be a good follow-up or reinforcement activity.

Unit: Animals

Content Area: Math and Science

Level: All levels

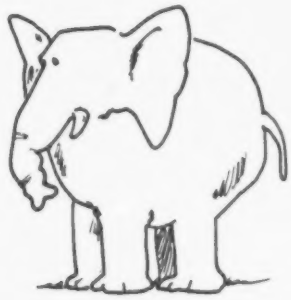
Title: What Do Animals Have in Common?

Objective: Students will be able to group animals by common attributes.

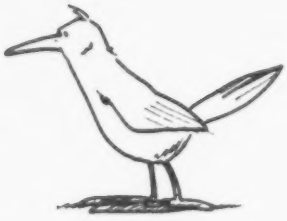
Activity: The teacher leads a discussion of what animals have in common. Sample questions might be, "What animals have four legs?", "What animals live on land? water?", "What animals have shells? feathers? skin? fur?" The class is then divided into groups. Each group has an envelope with a card describing an attribute such as size, number of legs, color, food eaten, etc. The group then must create a chart using pictures of animals grouping them into categories according to their attributes. Finally, the group must report on their findings.

Qu'est-ce qu'il mange?

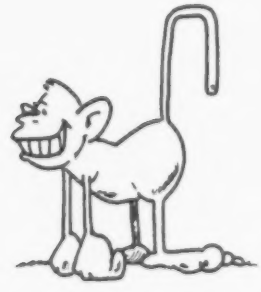
____



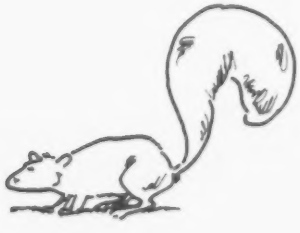
____



____



____



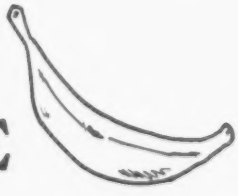
____

A

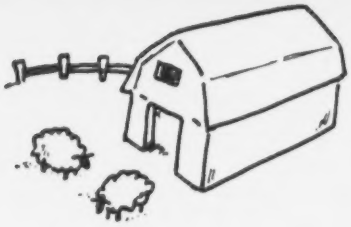
B

C

D

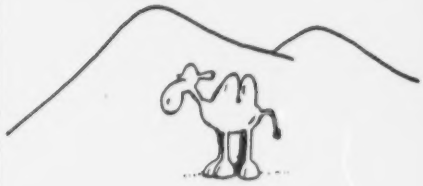


E

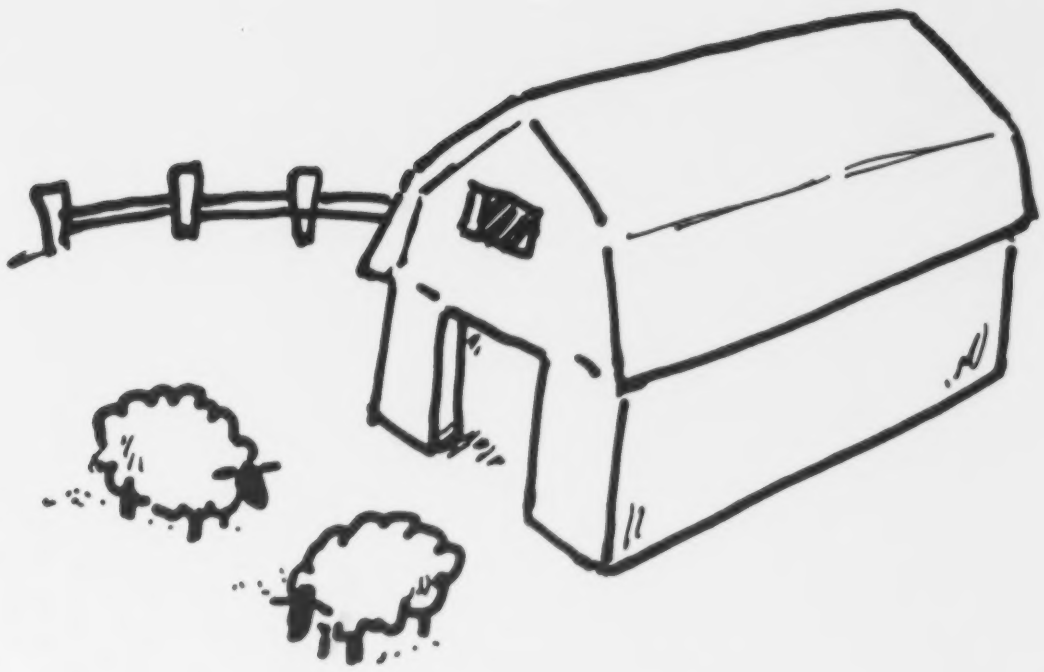


La Ferme

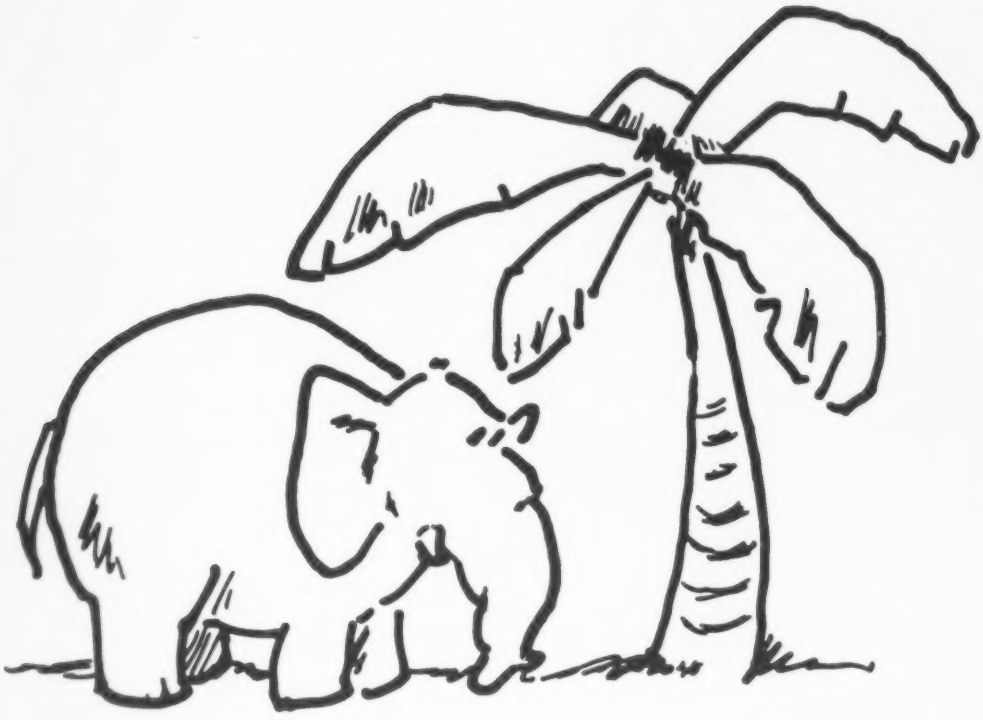
La Jungle



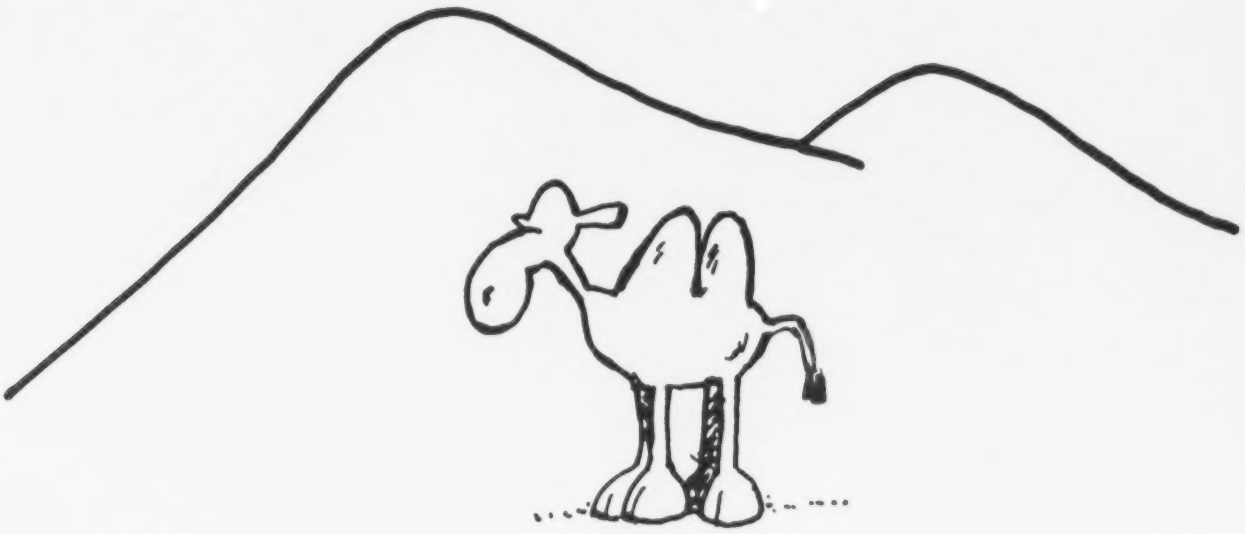
Le Désert



La Ferme



La Jungle



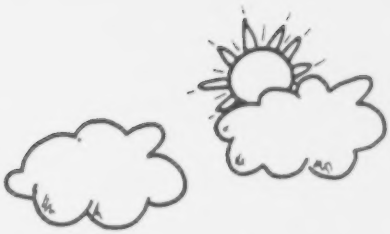
Le Désert

Deux Pieds	**Quatre Pieds**	**Zéro Pied**

Quatre Pieds

Deux Pieds

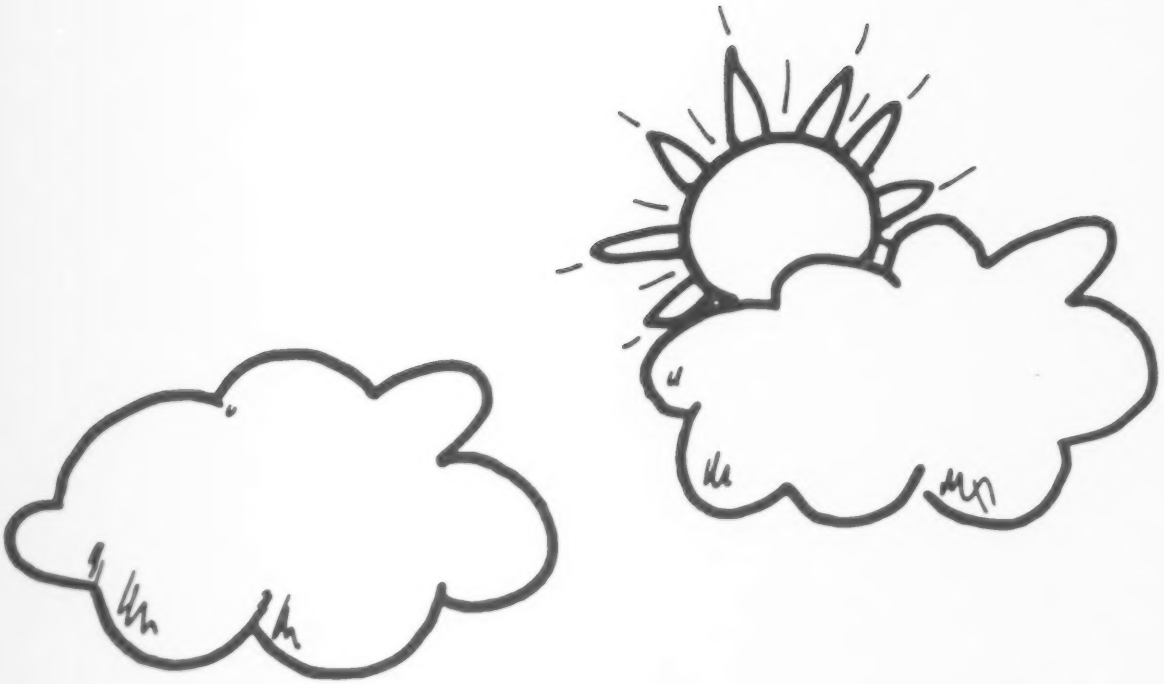
Zéro Pied



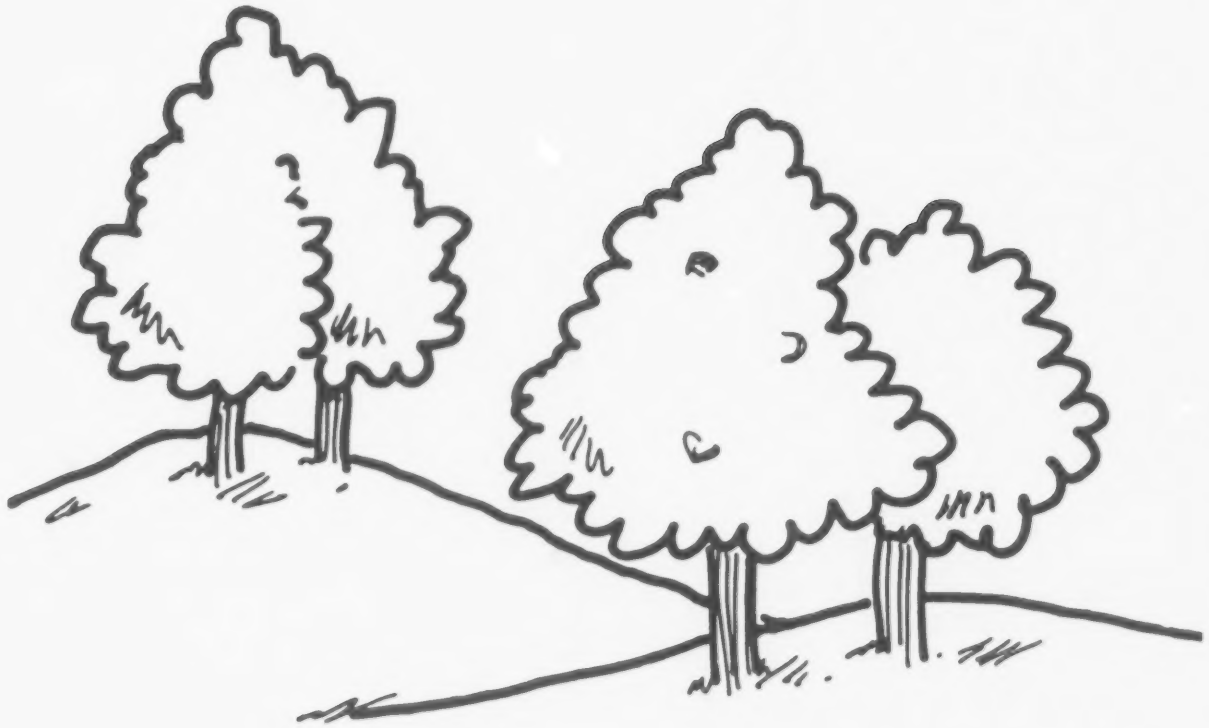
Par air

Par Terre

Par Mer



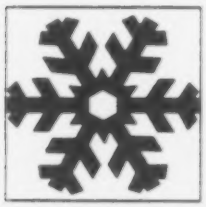
Par air



Par Terre

Par Mer

Les Jours, Les Mois et Les Saisons

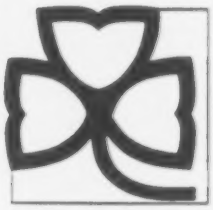


janvier

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

février

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	



mars

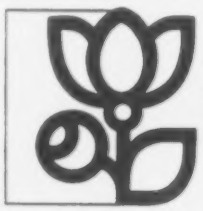
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
		25	26	27	28	29

avril

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

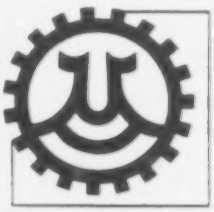
mai

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



juin

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



juillet

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

août

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
	25	26	27	28	29	30

septembre

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

octobre

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

novembre

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
	24	25	26	27	28	29

décembre

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

59

Days, Months, and Seasons

General Objective: By the end of the intermediate level, the student will be able to orally identify the days of the week, the months of the year and the four seasons and respond to questions concerning them.

Vocabulary By Level:

Beginning:

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche
Quel jour est-ce aujourd'hui?
Aujourd'hui c'est...
Quelle est la date?
C'est le...

janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre

Intermediate:

les saisons
le printemps
l'été
l'hiver
l'automne

Questions And Commands:

- Quel jour est-ce aujourd'hui?
- Quel jour c'était hier?
- Quel jour sera demain?
- Quelle est la date?
- Quelle est la date de votre anniversaire?
- Quel est le premier mois de l'année?
- Quelle saison est-ce?
- Quel est le troisième mois de l'année?
- Est-ce qu'il fait chaud en été?
- Quels sont les mois d'hiver?
- Quel est votre mois préféré?

Activities Included:

Le Calendrier Bulletin Board
Jours de la Semaine Bulletin Board
Bon Anniversaire

Worksheets Included:

Les Mois

Unit: Days, Months and Seasons

Content Area: Mathematics

Level: Beginning

Title: Le Calendrier Bulletin Board

Septembre						
lundi	mardi	mercredi	jeudi	vendredi	samedi	diamanche
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Objective: Students will use the calendar to recognize simple patterns and sequences.

Activity: The calendar is used as a device to help reinforce patterning and sequencing skills. The days are placed so that they form a pattern either by shape, color, or sequence. Students can predict the next day in sequence.

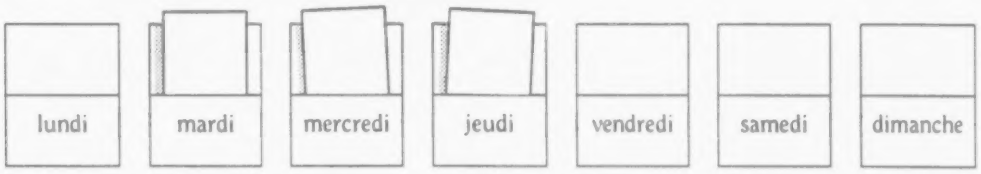
- - - - - - - - - - - - - - - - - -

Unit: Days, Months and Seasons

Content Area: Mathematics

Level: Beginning

Title: Jours de la Semaine Bulletin Board



Objective: Students will understand the concept of today, tomorrow and yesterday in relation to the days of the week.

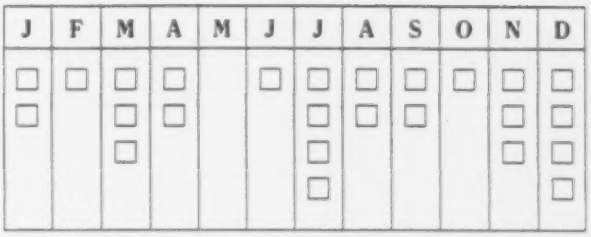
Activity: 3 cards are labeled with "Aujourd'hui c'est," "Demain ce sera," "Hier c'était." Students place the appropriate card in the correct day pocket. Then the class reads the card together.

Unit: Days, Months and Seasons

Content Area: Mathematics, Social Studies

Level: Beginning

Title: Bon Anniversaire



Objective: The student will be able to graphically represent the date of their birthday in comparison to those of his/her classmates.

Activity: Each student is given a piece of Post-it™ note paper. On the paper, the students write their name and the date of their birthday in French. They may also draw a birthday cake with the number of candles representing their age. When completed the students place their paper on a graph to compare the trends with other classmates. The finished product should look like the above sample.

Les Mois

Complétez les Séries:

1. (a) janvier
   (b)
   (c)

2. (a)
   (b) juin
   (c)

3. (a)
   (b)
   (c) août

4. (a)
   (b) novembre
   (c)

5. (a) juillet
   (b)
   (c)

6. (a)
   (b)
   (c) mai

7. (a)
   (b) mars
   (c)

8. (a) avril
   (b)
   (c)

Le Temps et La Nature

Weather and Nature

General Objective: By the end of the intermediate level, the student will be able to answer simple questions related to basic weather conditions. The student will also be able to observe and record appropriate changes in the weather and will recognize various objects in nature.

Vocabulary By Level:

Beginning:

Il fait chaud
Il fait froid
Il fait beau
Il pleut
Il neige
Il fait du soleil
Il fait du vent
Il fait mauvais
Il fait frais

Intermediate:

Il fait du brouillard
Il fait du tonnerre
Il fait des éclairs
Il gèle
la fleur
l'arbre
l'herbe
le soleil
la feuille
le ciel
l'abeille
la plante
la lune
l'étoile
l'arbuste
le désert
la forêt
la montagne
la plaine
la campagne
le tremblement de terre

Questions And Commands:

- Quel temps fait-il aujourd'hui?
- Quel temps fait-il pendant l'hiver?
- Quel temps fait-il sur cette photo?
- Est-ce qu'il fait beau aujourd'hui?
- Est-ce que l'arbre est grand ou petit?
- De quelle couleur est la fleur?
- Est-ce que tu as vu la lune hier soir?
- Est-ce qu'il fait du soleil aujourd'hui?

Activities Included:

Quel temps fait-il?
Weather for all seasons
What should I wear?
Seasonal Sports

Other Activities:

Weather board activity
Weather logs, week-long, month-long
Weather charts
Calendar activity

Worksheets Included:

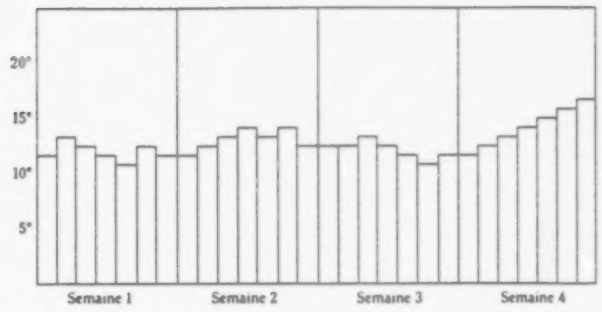
Qu'est-ce que je vais porter?
Quelle est la température?
Weather: Match the Thermometer

Unit: Weather and Nature

Content Area: Science

Level: All levels

Title: Quel temps fait-il?



Objective: The student will be able to recognize patterns in temperature over a period of time.

Activity: The temperature is charted each day for a month. Temperature may be recorded on a thermometer attached to the classroom window or by reports from the newspaper or radio. Construction paper is used to represent the degree strip on the chart.

Unit: Weather and Nature

Content Area: Science

Level: Beginning

Title: Weather for all seasons

Objective: Students will be able to describe what kinds of weather conditions are likely to occur during various seasons.

Activity: Given a labeled picture or drawing of each of the four seasons on a flannel board, students will place a picture (or their own drawing) of various weather conditions beneath the appropriate season. The teacher can elicite sentences such as: "Il neige (souvent) en hiver," "Il fait chaud en été," etc.

Variations: Intermediate level: Explain that the seasons are not the same world wide. Have students predict what the seasonal weather would be in other Francophone countries. For example, West African countries only have a rainy season and a dry season.

Unit: Weather and Nature

Content Area: Science

Level: Beginning

Title: What Should I Wear?

Objective: Students will be able to describe appropriate clothing they wear during different weather conditons.

Activity: Using picture cards of various weather conditions on the flannel board (it's raining, it's snowing), students will take turns placing paper cut out articles of clothing (boots, gloves, hat, shorts, etc.) under the appropriate weather pictures. Teacher can elicit sentences such as "Quand il neige, je porte des gants," "Quand il pleut, je porte mon imperméable," "Quand il fait chaud, je porte mon short."

Unit: Weather and Nature

Content Area: Science

Level: Intermediate

Title: Seasonal Sports

Objective: Students will be able to describe appropriate activities for various weather conditions and seasons.

Activity: Given pictures of various seasons or weather conditions, students will tell/describe what sport or recreational activities are appropriate for them. Students could explain with sentences such as "On joue au football American en automne," "Je fais du ski en hiver," "Quand il gèle, je fais du patinage sur glace."

Qu'est-ce que je vais porter?

Il pleut

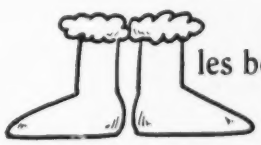
Il neige

Il fait chaud

le manteau

le chapeau

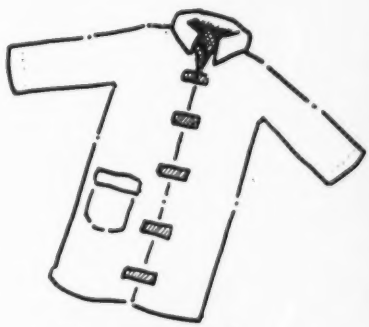
les gants



les bottes

le short

le maillot



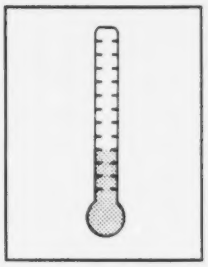
l'imperméable

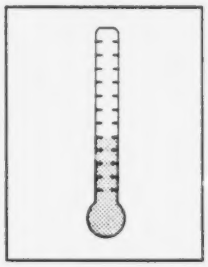
l'écharpe

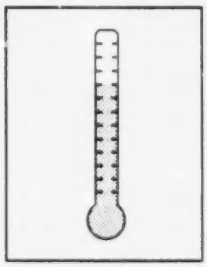
le parapluie

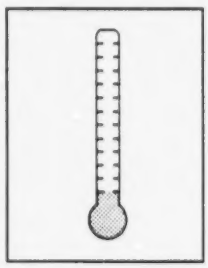
BEST COPY AVAILABLE

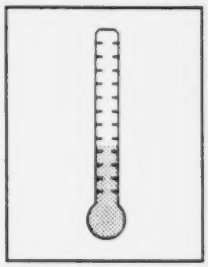
Le temps
Quelle est la température?

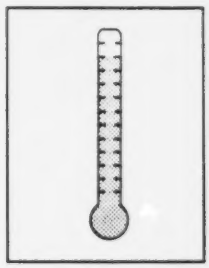
1. ____ 

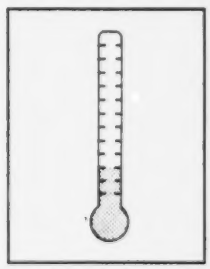
2. ____ 

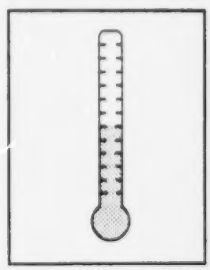
3. ____ 

4. ____ 

5. ____ 

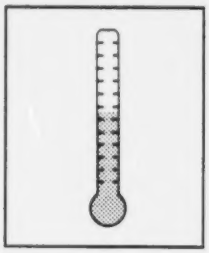
6. ____ 

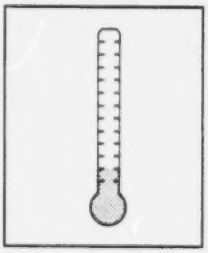
7. ____ 

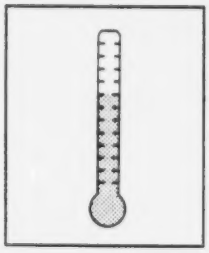
8. ____ 

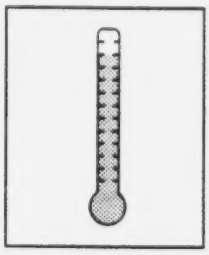
Weather

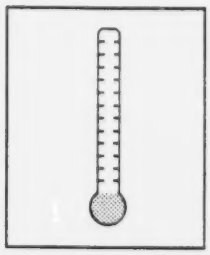
Match the thermometer with the appropriate picture.

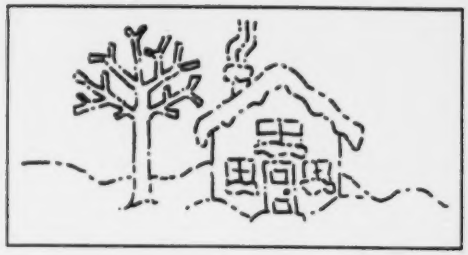
1. ____  65° F

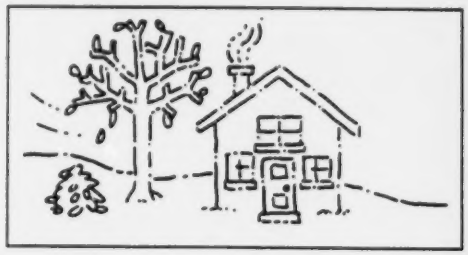
2. ____  20° F

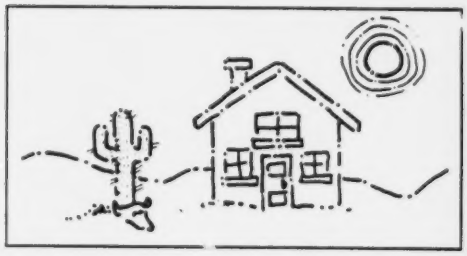
3. ____  80° F

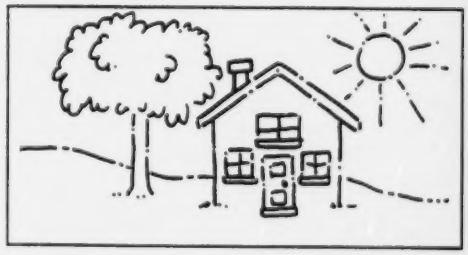
4. ____  110° F

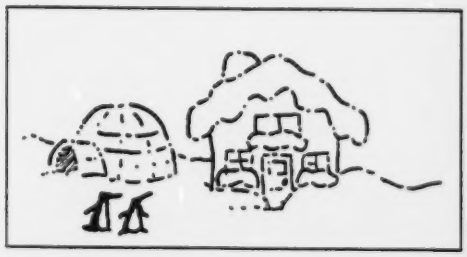
5. ____  −10° F

A. 

B. 

C. 

D. 

E. 

100

BEST COPY AVAILABLE

La Nourriture

Foods

General Objective: By the end of the intermediate level, the student will be able to identify various foods and table items and recognize nutritional values of foods.

Vocabulary By Level:

Beginning:

la pomme	la pêche
l'orange	le café
la banane	le thé
la cerise	l'eau
le raisin	le lait
la poire	le vin
le citron	

Intermediate:

le petit déjeuner	les pommes frites
le déjeuner	le biftek
le dîner	le poisson
le goûter	les haricots(m)
la salade	les légumes(m)
la soupe	les carottes(f)
le fromage	les pommes de terre(f)
le désert	les tomates(f)
le pain	le menu
les oeufs	le restaurant

Questions And Commands:

- De quelle couleur est la pomme?
- Quel est ton fruit favori?
- Qu'est-ce que vous désirez sur le menu, monsieur?
- Qu'est-ce que vous mangez au petit déjeuner?
- Donnez-moi le sel, s'il vous plaît.

Other Activities:

Le restaurant skits
Cooking
Menus
Plastic fruit activities

Activities Included:

Set the Table, Please
Charting Preferences
The Price is Right
Four Basic Food Groups
Breakfast, Lunch and Dinner
Build a Balanced Meal, Part I & II
I Like, I Don't Like
Create Your Own Food Group Chart
Win, Lose or Draw
Guess That Food
Eating the French Way

Worksheets Included:

Flash Cards
Quelle Catégorie?

Unit: Food

Content Area: Social Studies

Level: All levels

Title: Set the Table, Please (Mettez la Table)

Objective: Students will be able to name and identify various table utensils and understand how some are used differently in France.

Activity: Using TPR commands, have students set the table for breakfast or dinner. Explain how children in France drink their hot chocolate with milk from large bowl-like cups with no handles. Show how the fork is held with the left hand and the knife with the right while eating.

Unit: Food

Content Area: Mathematics

Level: All levels

Title: Charting Preferences

Objective: The students will be able to identify their preferences, graphically represent it on a chart and successfully read the chart to explain the findings.

Activity: On a large piece of chart paper, the teacher asks students to describe the different colors of apples. He/she then records the responses on the chart. For example: red, green, yellow. The students are then asked to write their name on a paper that is shaped like an apple. The student colors the apple the appropriate color and places it on the chart. When the class has finished recording their preferences, the teacher asks the class to describe their findings.

Variation: This activity may be done with various objects or foods. Also, the students could turn it into a poll where they go around the school asking others their preferences and individually graph their results.

Unit: Food

Content Area: Mathematics

Level: All levels

Title: Bon Marché or The Price is Right

Objective: The student will be able to estimate prices of assorted foods.

Activity: Various foods are displayed with hidden price tags. Three students play at a time and estimate the price in francs for a given item. The closest estimate receives 15 points for their team.

Unit: Food

Content Area: Health

Level: All levels

Title: Four Basic Food Groups

Objective: Students will demonstrate an understanding of which foods are categorized into each of the four basic food groups.

Materials: Food Group Signs
Food Pictures from National Dairy Council
Masking Tape
Food Category Chart

Activity: The four food groups are introduced by placing pictures in each category to give students the idea of what each category is. Also students repeat the words for each category. They will hear the words over and over again. Students are asked to categorize a picture according to the food group it is a part of. At this point, the teacher is not interested in student acquisition of the food words, only for vocabulary of the four food groups. Students will gradually learn the words for the food during the course of the unit. The concept to be taught at this point is only understanding of the food groups and what they consist of. During this activity, the concept of nutrition and eating foods from each group for a well balanced diet will be covered as well.

Unit: Food

Content Area: Health

Level: Intermediate

Title: Breakfast, Lunch and Dinner

Objective: The students will use the skills of grouping by attributes, categorization and graphical representation through use of food group pictures.

Materials: Food Group Signs
Food Cards from National Dairy Council
Three Meal Signs

Activity: First, the teacher will review the four basic food groups and have students practice placing assorted foods in the appropriate food group category. This is a review and a warm up activity. Then the three meals will be introduced with the signs. Clues to meaning will help students understand what each is. Students are asked to categorize foods according to the appropriate meal that it is eaten. During the entire time, the teacher is giving meaningful comprehensible input by saying the words for the foods, food groups and meals.

Unit: Food

Content Area: Health

Level: Intermediate

Title: Build a Balanced Meal: Part I

Objective: Students will use their knowledge of the four basic food groups and meals to build their own well-balanced meal.

Materials: Paper Plate
Paper Napkin
Large Box Lid or Sheet of Cardboard
Food Pictures from National Dairy Council
Meal Signs

Activity: Review meals and foods eaten during these meals. Using the food picture cards, students will create their own well-balanced meal. The teacher chooses which meal, so as to check student comprehension of the vocabulary of the various meals.

Unit: Food

Content Area: Health

Level: All levels

Title: I Like, I Don't Like

Objective: Students will use food vocabulary cards to demonstrate their ability to categorize and group by attributes.

Materials: I Like, I Don't Like Pictures
Food Group Signs
Meal Signs
Food Pictures from National Dairy Council
Masking Tape

Activity: After review of previously learned concepts and warm up exercises, students will categorize foods by whether they like/dislike the given food. Students will see that the same foods can be grouped several different ways according to their attributes.

Unit: Food

Content Area: Health

Level: Intermediate

Title: Build a Balanced Meal: Part II

Objective: Students will apply their knowledge of the four basic food groups to create a well-balanced meal for breakfast, lunch or dinner as selected by the teacher.

Materials: Plastic Food Replicas
Paper Plate on Box Lid

Activity: The various plastic foods will be introduced and discussed as to their attributes and which meal they might be eaten for. Then, students will be asked to come to the front of the class and given a particular meal, create a well-balanced meal using the plastic food. This activity is similar to the lesson on *Building a Balanced Meal*, except the children are able to use life-like food.

Unit: Food

Content Area: Health

Level: Intermediate

Title: Create Your Own Food Group Chart

Objective: Students will use their knowledge of the four different food groups and foods which make up each group to categorize pictures of foods on their own.

Materials: Glue or Rubber Cement
Large Manilla Drawing Paper
Crayons
Scissors
Assorted Magazines.

Activity: This is a cooperative learning exercise. Students are broken into four groups of 5-6 members. Each group is given a specific food group. The task is for the members of the group to find pictures of foods in the magazines which fall into their category. The pictures are cut out and pasted onto their paper like a collage. When the time is up or the group has completed their task, each group paper is mounted on a larger sheet of paper to use for a bulletin board. Students can then see their work and the vocabulary will be reinforced throughout the school day.

Variations: Instead of each group choosing a specific food group, each group could do a collage or a chart showing each of the four food groups. This might be a task for older students or a longer class period.

Unit: Food

Content Area: Health

Level: Intermediate

Title: Win, Lose or Draw

Objective: Students will demonstrate their knowledge of the various food vocabulary words learned during the unit.

Materials: 11 by 18 Newsprint or Chart Paper
Felt Marker
Food Cards from National Dairy Council

Activity: This activity is done much like its television counterpart. The class is divided into teams. A team member is chosen to draw a given food word. The team has 30 seconds to guess in French what the word is. 100 Points are given if they are correct within the time frame. If no one on that team guesses in the allotted time, the other team can steal the picture for 50 points. The game continues for a given period of time. The team with the most points at the end of the period wins.

Unit: Food

Content Area: Health

Level: Intermediate

Title: Guess That Food

Objective: While participating in this activity, students will synthesize all the information learned during the unit and use the spoken language to perform the tasks.

Materials: Food Cards from National Dairy Council
Construction Paper Signs
Yarn
Food Group Cards
Three Meals Cards
Color Vocabulary Cards

Activity: A blank sign is hung over a student's back. The student faces away from the class so that they can see the sign. Another child in the class chooses a food and tapes it to the sign. The student in front of the class must ask yes or no questions to figure out what the food is. For example, a child could ask, "Is it a meat?," "Is it for lunch?," "Is it red?," "Is it big?," "Is it hot?," etc. until the child guesses. Once the word is guessed, that child picks another to play the game.

Unit: Food

Content Area: Health, Social Studies

Level: Intermediate

Title: Eating the French Way

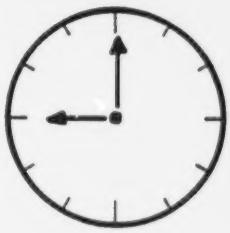
Objective: After a discussion and slide presentation on "Les Français A Table," the students will demonstrate increased knowledge about various cultural differences concerning the topic of food and nutrition.

Materials: Culture Capsule Worksheet
Slide Projector
Slides

Activity: The teacher will lead a discussion of various eating habits of the French including common foods eaten at meals, regional varieties, times of day when meals are eaten and choosing foods at the market. These topics will also be discussed during a slide presentation of a French family at the table and the city market. Students will be asked to identify foods that they have learned and classify them in the appropriate categories.

Le Petit Déjeuner

Le Déjeuner



Le Dîner

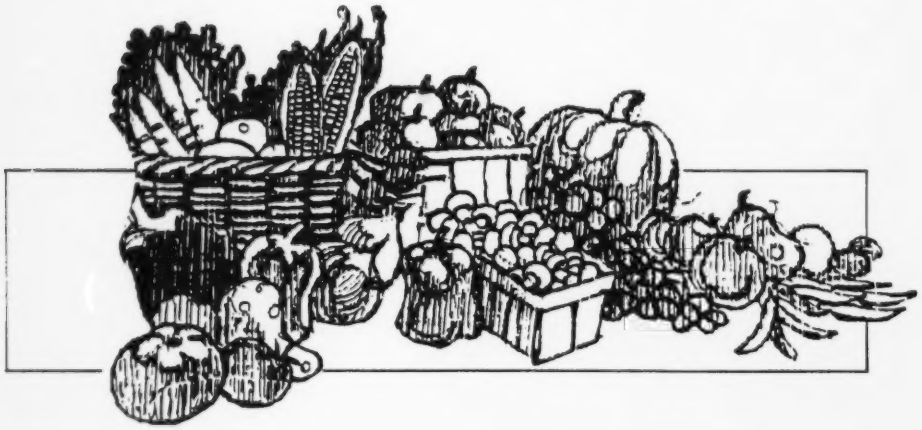
Le Goûter

Je n'aime pas . . .

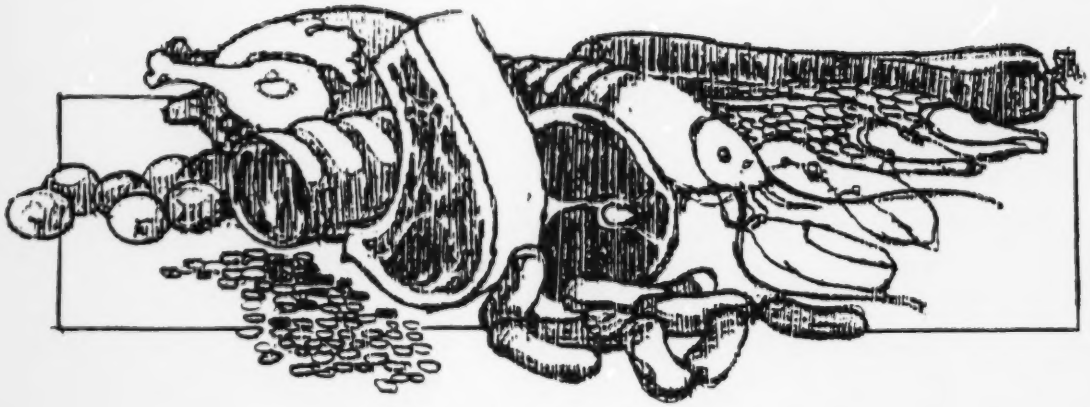
.....

J'aime . . .

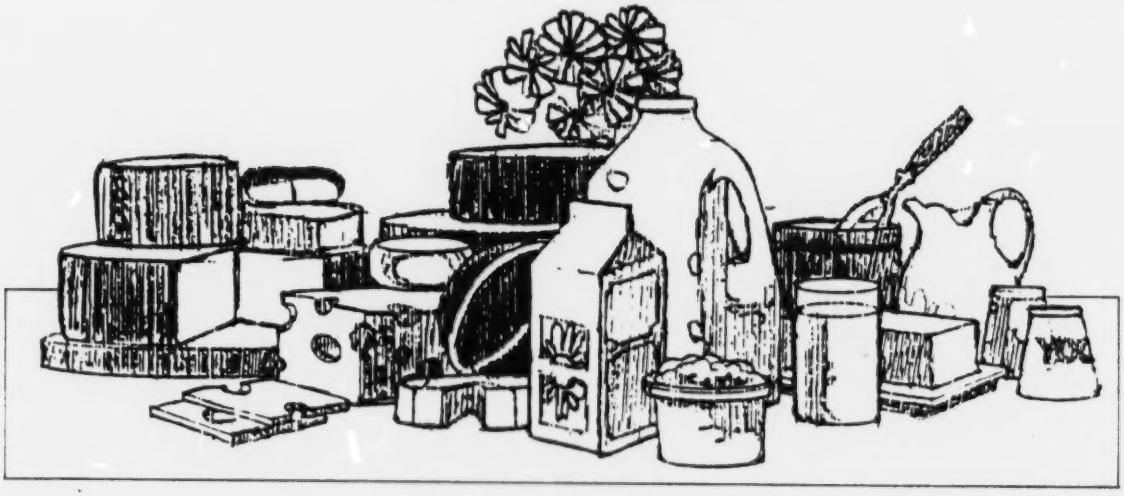
Les Fruits et Les Légumes



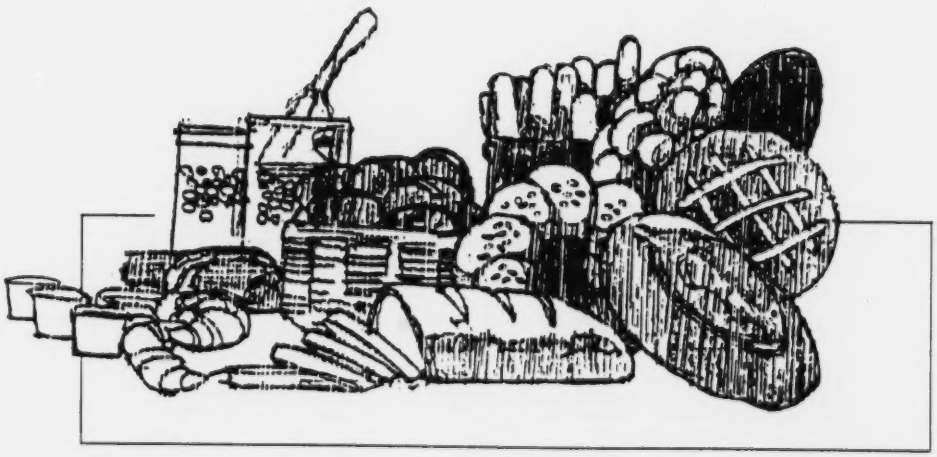
La Viande



Le Lait



Le Pain



Quelle Catégorie?

La viande	Le pain	Le lait	Les fruits et Les légumes
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6.	6.	6.	6.

le fromage

le raisin

la poire

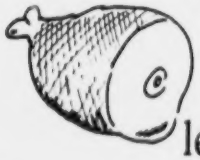
la glace

la pomme

le pain

la tomate

la carotte


le jambon

les céréales

le lait

l'oeuf

le croissant

le biftek

le poisson

BEST COPY AVAILABLE

La Maison

115 BEST COPY AVAILABLE

House

General Objective: By the end of the intermediate level, the student will be able to identify various parts of and rooms in the house and label the parts on a diagram or model. Students will also recognize that families living near one another make up a neighborhood, and that several neighborhoods make up a larger community.

Vocabulary By Level:

Beginning:

la maison
la cuisine
le salon
la chambre
le garage
la chaise
la porte
la fenêtre
le toit
la pièce
la salle de bains
la salle de séjour
la salle à manger

Intermediate:

le fourneau
le réfrigérateur
la toilette
le lavabo
le divan
le lit
le fauteuil
le tapis
les rideaux (m)
la lampe
le trottoir
la pelouse
la clef
le plancher
le mur
le plafond
le quartier

Questions And Commands:

- De quelle couleur est ta maison?
- De quelle couleur est la chambre de ta soeur?
- Combien de chambres y a-t-il dans votre maison?
- Est-ce que ta chambre est grande ou petite?
- Est-ce que votre maison est grande ou petite?
- Est-ce qu'il y a un garage chez toi?

Activities Included:

This is My House/Apartment
Trouvez la Pièce
What's in the Room?
We're on the Map!

Worksheets Included:

Unit: House

Level: Beginning

Title: This Is My House/Apartment

Objective: The student will be able to name and label the rooms of a house or apartment and then draw a picture and label their house/apartment.

Activity: Put pictures or drawings of various rooms in a house on the flannel board. Cards with the names of various rooms are given to students who put the labels in the correct rooms. Students then can draw pictures of their own home/ apartment, label the rooms, and tell the class about it. (See following activity sheet.)

Variation: Intermediate students could work in pairs and tell the class about their partner's house/apartment.

Unit: House

Level: Beginning

Title: Trouvez La Pièce

Objective: The student will be able to follow basic commands to go to a specific room and pretend to carry out a given task.

Activity: Using masking tape, put an outline of a house and rooms on the classroom floor. With TPR commands, tell a student to go to a certain room and mime a known task. Examples: Go the living room and sit on the (pretend) couch. Go to the kitchen and wash the dishes. Go to the bathroom and brush your teeth. Intermediate students can give commands to each other to perform.

Unit: House

Level: Intermediate

Title: What's in the room?

Objective: Students will be able to place the correct objects in the appropriate rooms.

Activity: Have students take cut-out pictures of various household furniture and objects (couch, bed, table, sink, etc.) and pin them on a large sheet of butcher paper which has the rooms labeled. Students should say the names of the objects and the room in which they are putting them. Example: Je mets le lit dans la chambre.

Unit: House

Content Area: Social Studies

Level: Intermediate

Title: We're On the Map!

Objective: Students will find their homes and neighborhoods on a map of their community (or district) and group themselves according to neighborhoods.

Activity: Using a large map of the local community pinned on a bulletin board, mark where the school is located. Have students find where their streets are located. Each places a colored pin or name tag to the map approximately where their house/ apartment is found. Students then physically group themselves by which neighborhood (on the map) they live in.

Variation: In groups, students can draw a map or diagram of their neighborhoods and explain it to their classmates. The neighborhood maps can then be displayed on a bulletin board to illustrate the local school community.

La Famille

Family

General Objective: By the end of the intermediate level, the student will be able to correctly identify the members of his or her immediate family, and recognize that individuals are both similar to and different from each other.

Vocabulary By Level:

Beginning:

la mère
le père
la soeur
le frère
le bébé
la famille
la grand-mère
le grand-père
les grands-parents
la fille
le fils

Intermediate:

la tante
l'oncle
le cousin
la cousine
le neveu
la nièce
l'homme
la femme
le mari
l'épouse

Questions And Commands:

- Combien de soeurs avez-vous?
- Est-ce que vous aimez votre frère?
- Quel âge a ton frère?
- Qui est le père de votre mère?

Activities Included:

Family Portrait
Qui Est-ce?
Genetically Inclined

Worksheets Included:

La Famille

Unit: Family

Content Area: Social Studies

Level: All levels

Title: Family Portrait

Objective: The student will be able to identify and describe members of his/her family.

Activity: Students are asked to draw a picture of their family and label them. Then students describe their picture. For example: "This is my mother, her name is . . .." etc.

Unit: Family

Level: All levels

Title: Qui Est-ce?

Objective: The student will use family vocabulary to identify a given person.

Activity: A group of 5-6 students stand in front of the class. Each is given a card with the name of a family member on it. They turn the cards so the class cannot see them and classmates must guess who is each family member. If correct, they take the card and turn it so the class can see. When all family members have been guessed, those students mix up the cards and the game repeats itself.

Unit: Family

Content Area: Science

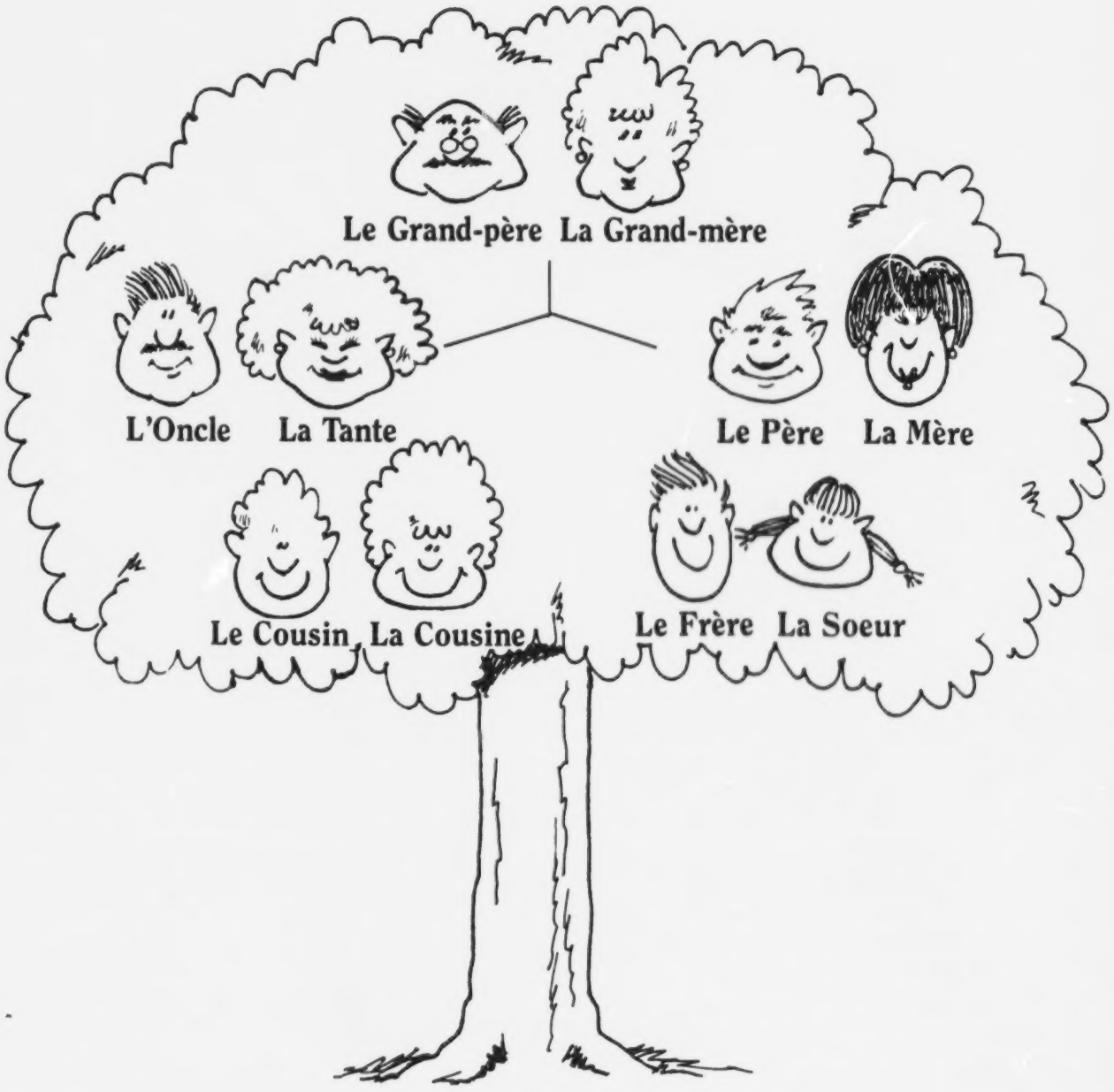
Level: Intermediate

Title: Genetically Inclined

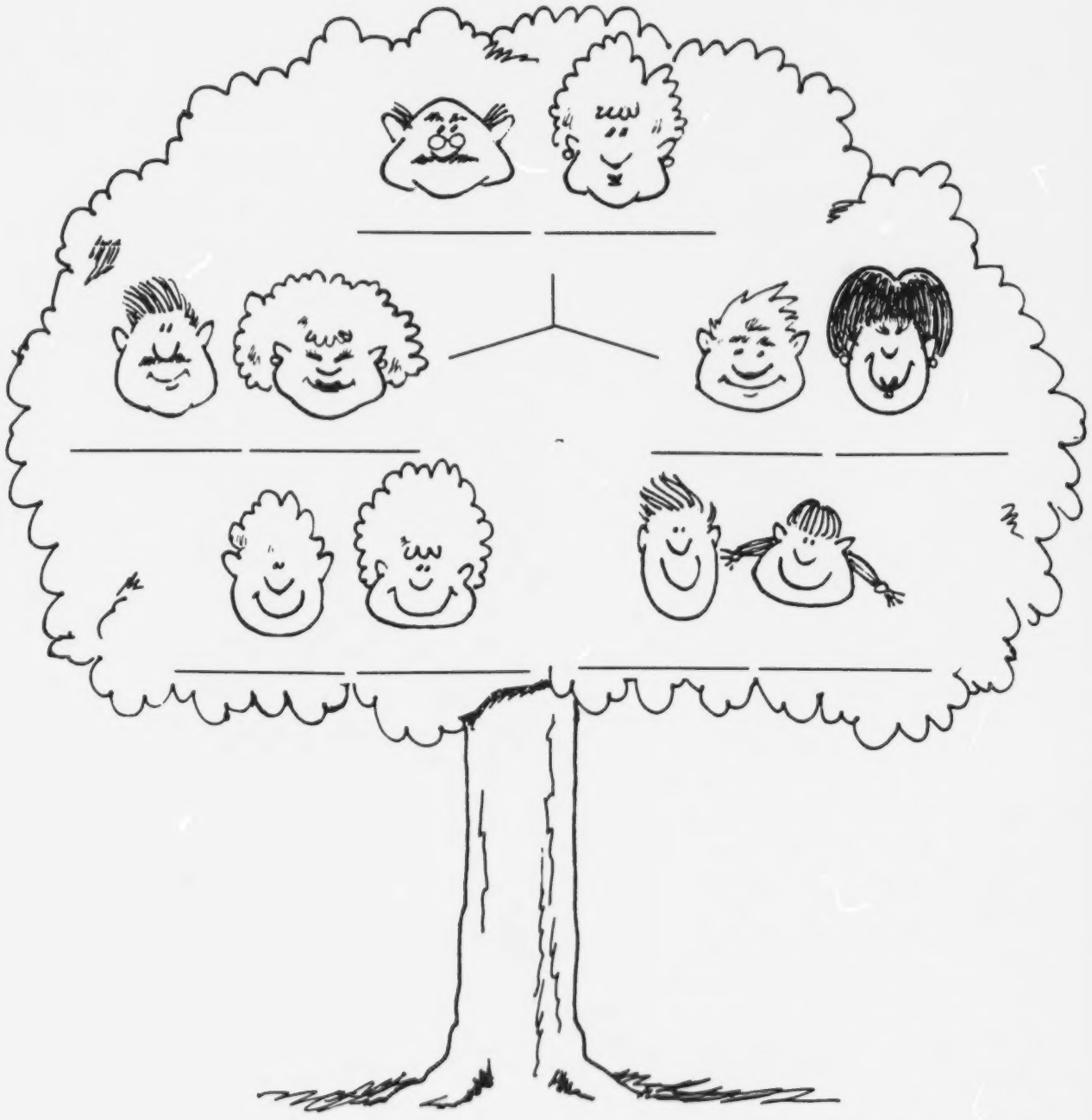
Objective: After study of family members and family trees, students will be able to trace attributes of family members that are genetically determined.

Activity: This activity follows study of family vocabulary and construction of a family tree. Students will then be asked to do a study of immediate family members. Traits such as eye color, hair color and ability to roll the tongue will be discussed as attributes which are genetically determined. Students will then record these traits about their family and complete a summary in French.

La Famille


Le Grand-père
La Grand-mère
L'Oncle
La Tante
Le Père
La Mère
Le Cousin
La Cousine
Le Frère
La Soeur

La Famille



L'Heure

108 125

Time

General Objective: By the end of the intermediate level, the student will be able to identify the correct time of the day and demonstrate an understanding of the 24 hours system.

Vocabulary By Level:

Beginning:

heure
midi
minuit
et demie

Intermediate:

moins le quart
et quart
minutes

Questions And Commands:

- Quelle heure est-il?
- A quelle heure est-ce que vous mangez?
- A quelle heure est-ce que la classe de français commence?
- A quelle heure est-ce que vous vous couchez?
- A quelle heure est-ce que tu te réveilles?

Activities Included:

Qu'est-ce Que Tu Fais?

Worksheets Included:

Quelle Heure Est-Il?
Flash Cards
Time Sheets

Unit: Time

Content Area: Mathematics

Level: Intermediate

Title: Qu'est-ce Que Tu Fais?

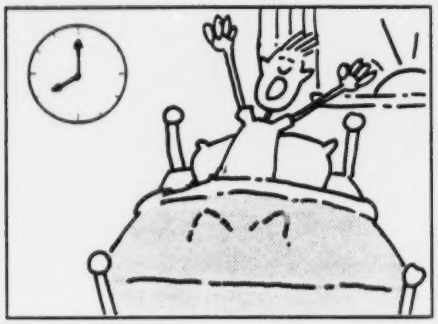
Objective: The student will be able to describe a sequence of activities using reflexive verbs.

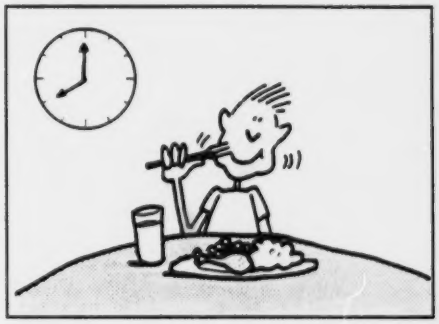
Activity: The teacher first narrates a sequence of morning activities such as "I get up, I get dressed, I brush my teeth, I comb my hair, I wash my face." Students act out each of the activities. Then the teacher places the activities on sentence strips and asks students to put the sentences in the order that they do the activities and read the sequence.

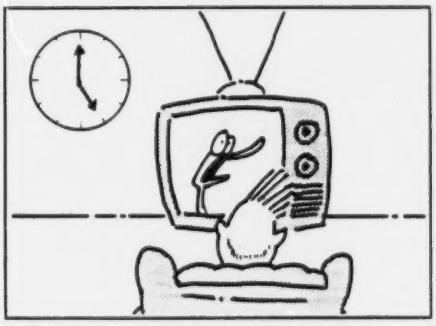
Variation: Students may describe what a sister, brother, or set of twins might do in the morning. Students could also illustrate the activities in sequence and write the appropriate description.

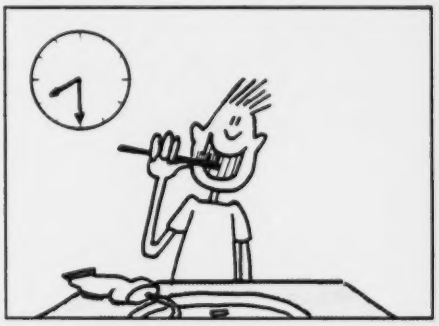
Quelle Heure Est-Il?

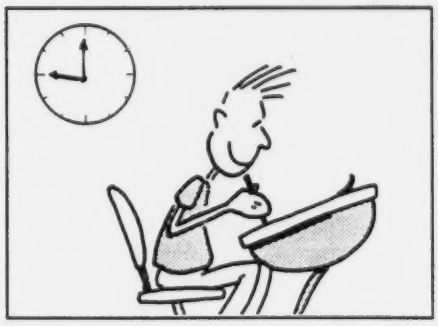
Mettez les dessins en ordre.

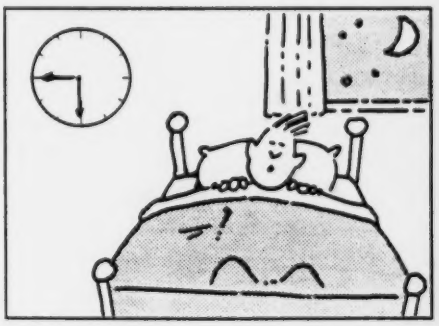
A. ____ 

B. ____ 

C. ____ 

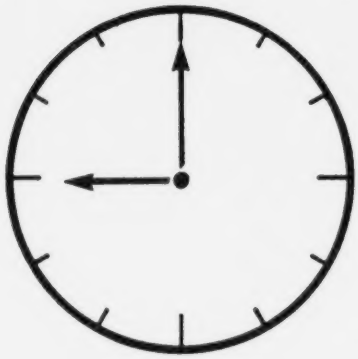
D. ____ 

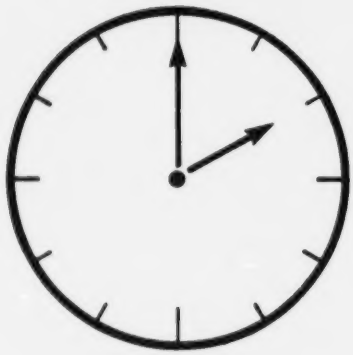
E. ____ 

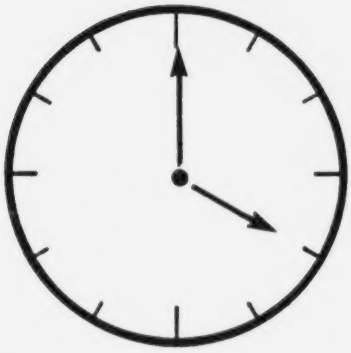
F. ____ 

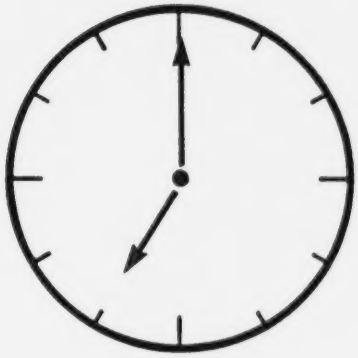
Il est une heure	Il est deux heures
Il est trois heures	Il est quatre heures
Il est cinq heures	Il est six heures
Il est sept heures	Il est huit heures

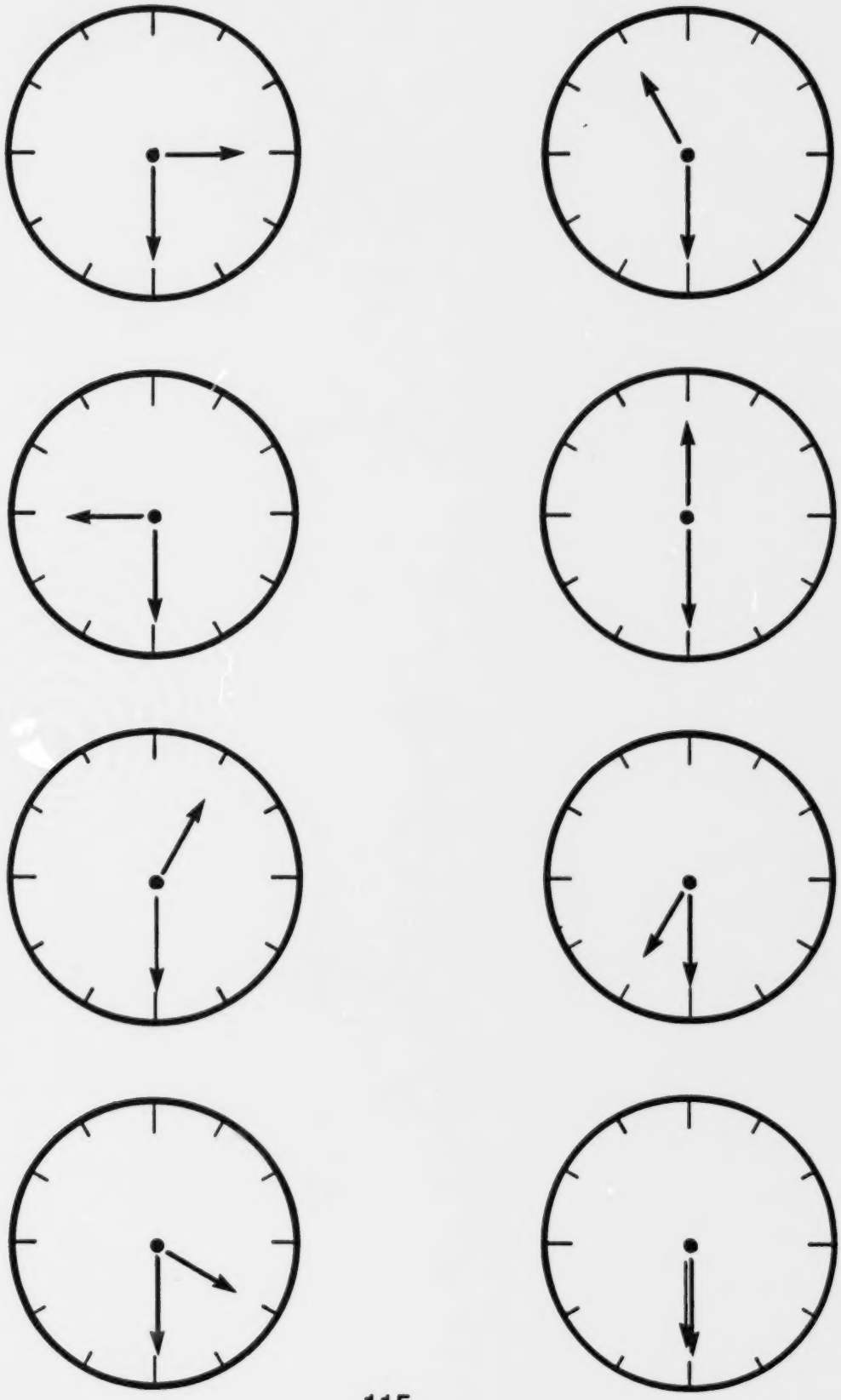
Il est neuf heures	Il est dix heures
Il est onze heures	Il est midi
Il est minuit	Quelle heure est-il?

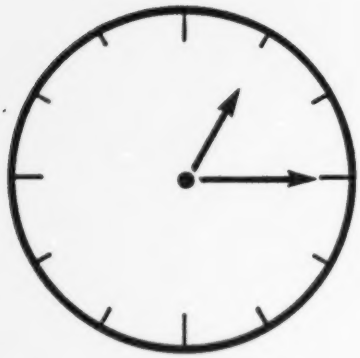


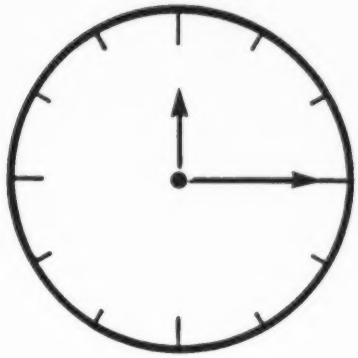




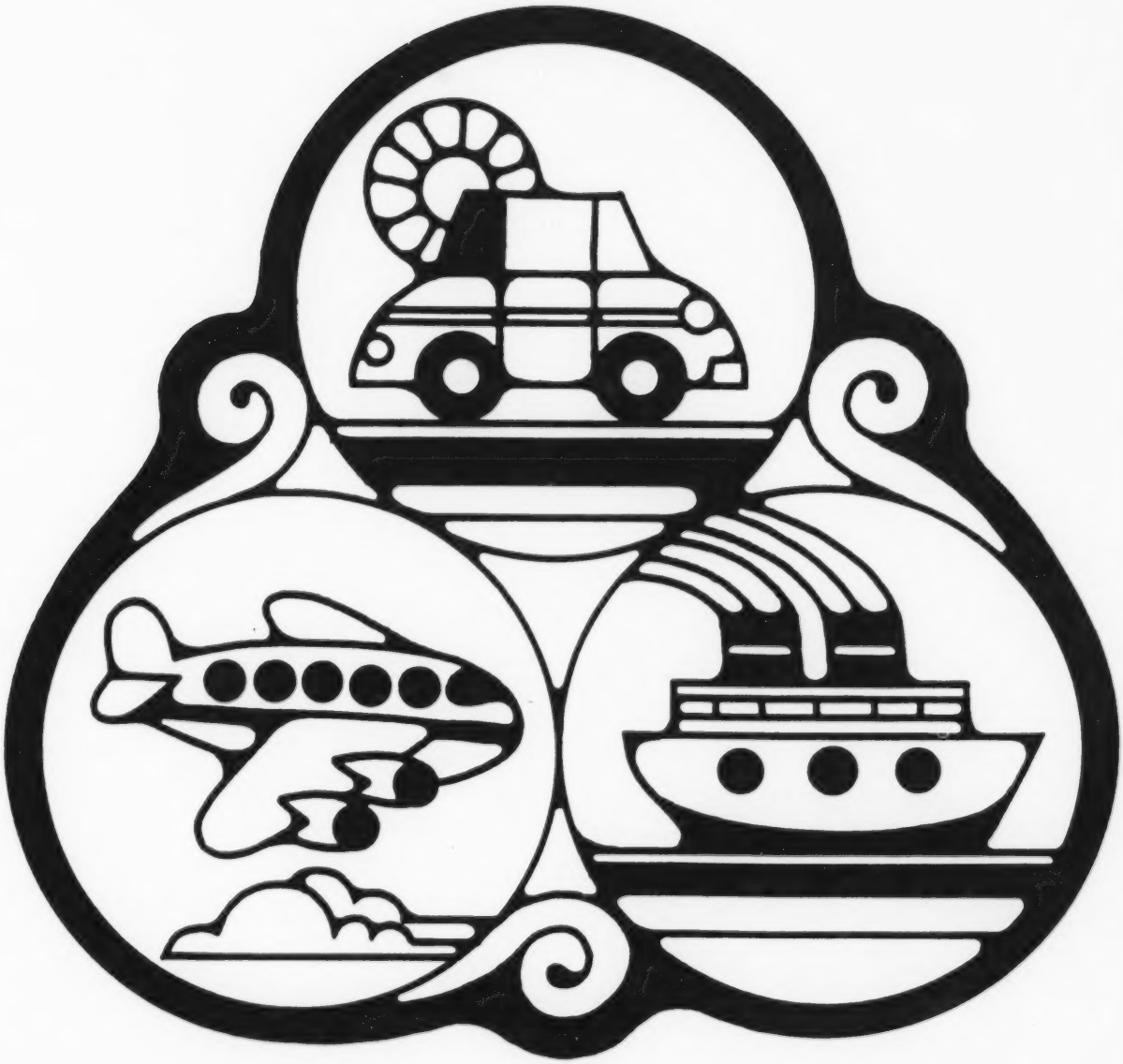








Les Transports



Transportation

General Objective: By the end of the intermediate level, the student will be able to identify various forms of transportation.

Vocabulary By Level:

Beginning:

l'autobus
la voiture
la bicyclette
le train
l'avion
le bateau
le moto
le bateau à voile
le camion
le ballon
le taxi
le canot
le cheval
le pied

Intermediate:

l'aéroport
le métro
la gare

Questions And Commands:

- De quelle couleur est ta voiture?
- Avez-vous une bicyclette?
- Où se trouvent les avions? A l'aéroport?
- Est-ce que vous prenez l'autobus pour aller à l'école?

Activities Included:

Past or Present?

Worksheets Included:

Les Transports

Unit: Transportation

Content Area: Social Studies

Level: Beginning

Title: Past or Present?

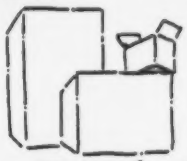
Objective: Students will be able to identify which forms of transportation are currently used and which are no longer used.

Activity: Through the use of picture cards, the teacher shows the class a picture of a form of transportation such as a truck or a stage coach. Students must categorize whether it is a current or past form of transportation. Some discussion can take place about the various forms of transportation.

Variation: Students may then be asked to sequence the progression of ancient forms of transportation to modern forms.

Les Transports

Les Gens



Les Produits

le cheval

le camion

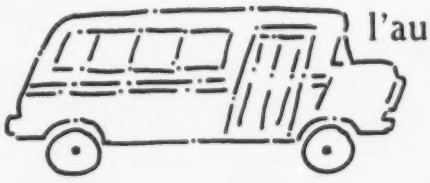
le train

le ballon

la voiture

l'avion

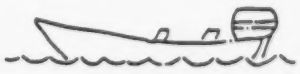
la bicyclette



l'autobus

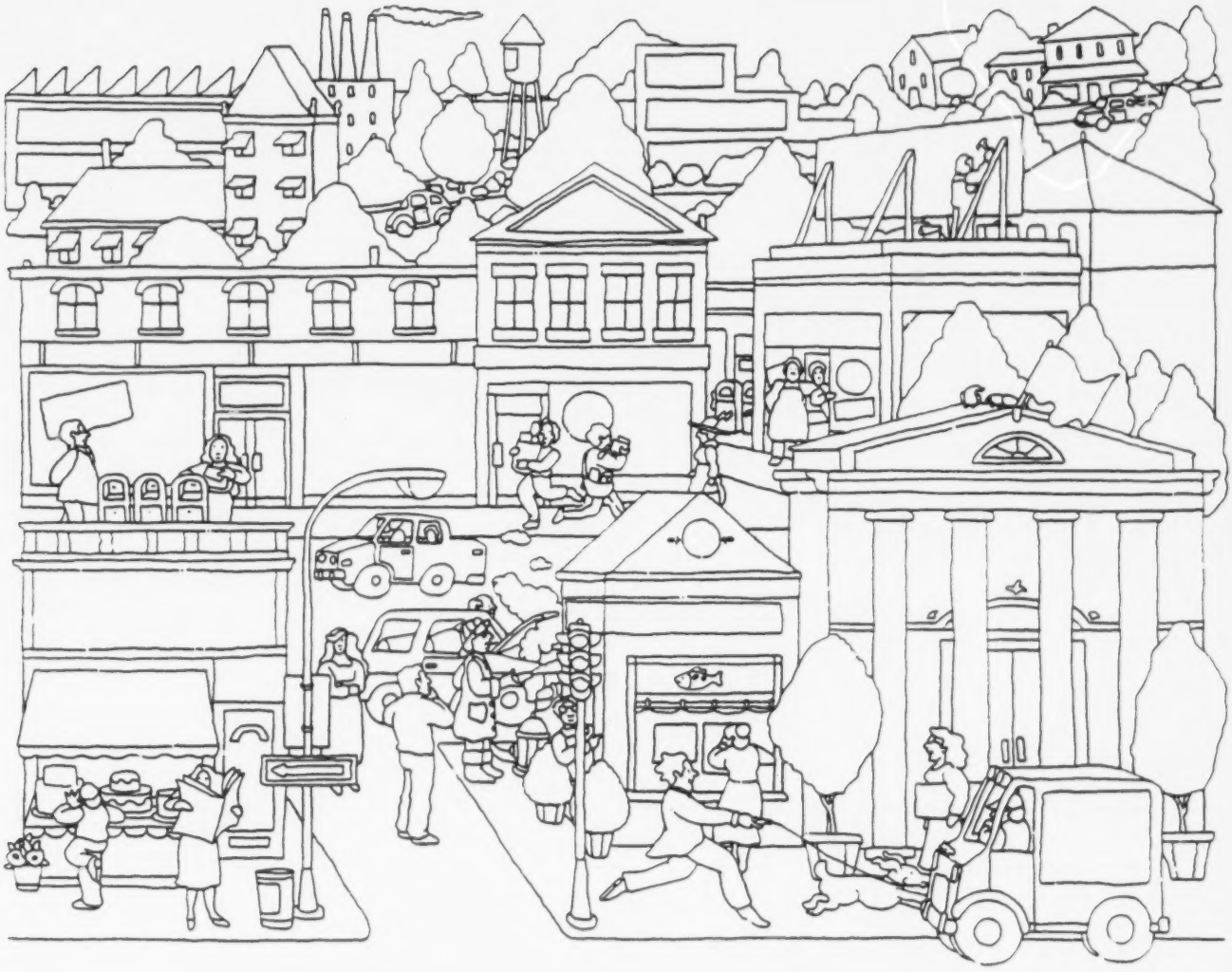
le bateau à voile

le métro



le bateau

BEST COPY AVAILABLE



La Ville

Places

General Objective: By the end of the intermediate level, the student will be able to identify certain places such as school, bank, bakery, etc.

Vocabulary By Level:

Beginning:

la maison	l'hôpital
l'école	l'église
le restaurant	le musée
la boutique	la banque
le cinéma	le café
la bibliothèque	le supermarché
la station-service	la librairie

Intermediate:

la boulangerie	l'usine
l'épicerie	le coiffeur
la boucherie	le bureau de poste
la pâtisserie	l'aéroport
la quincaillerie	la pharmacie
la confiserie	le kiosque
	le grand magasin

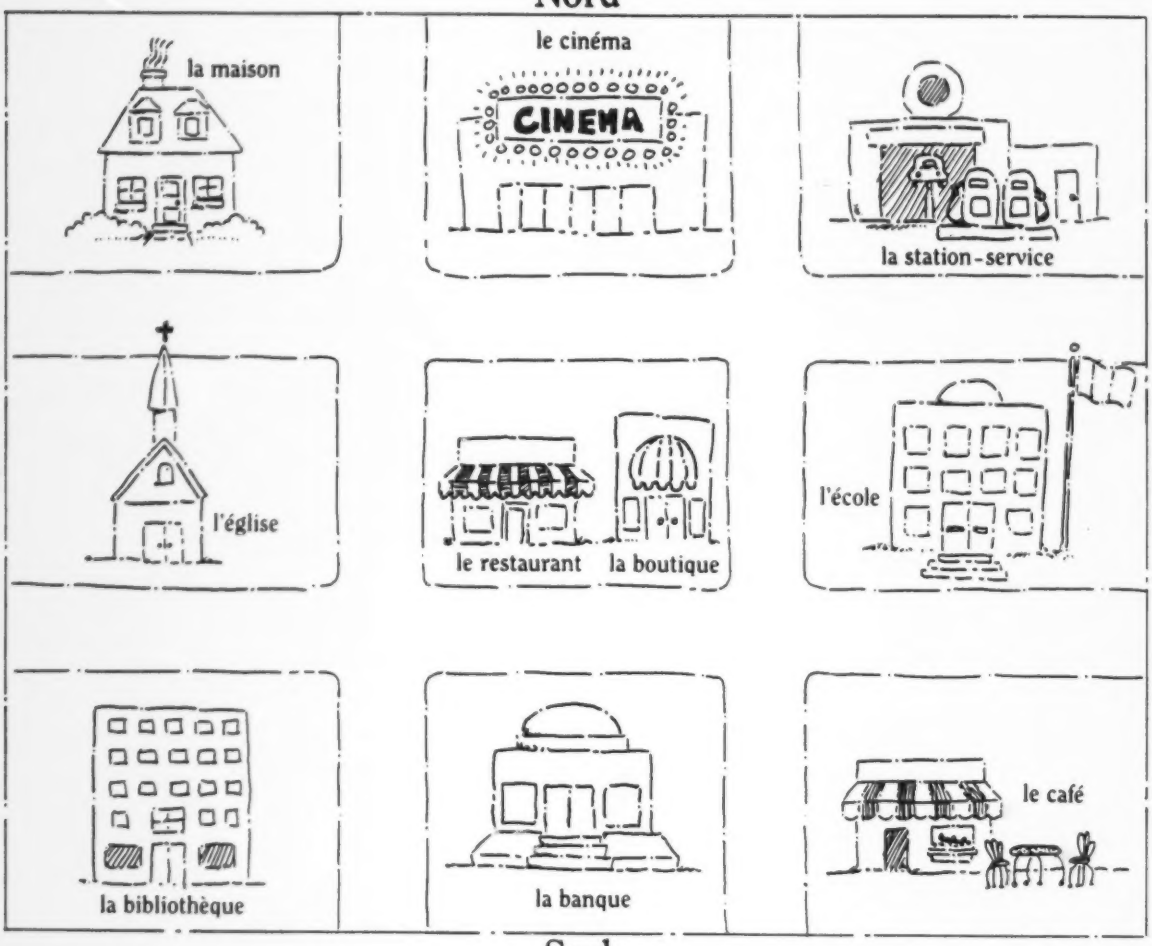
Questions And Commands:

- Où est-ce que tu habites?
- Où est-ce que tu achètes le journal?
- Où est-ce que vous achetez le pain?
- Où est-ce que vous achetez de la viande?
- Où est-ce que tu trouves les livres?

Worksheets Included:

Où est-ce que tu vas?
Pour acheter

Où est-ce que tu vas?



1. La maison est _____ de la bibliothèque.
2. L'école est _____ de l'église.
3. Le restaurant est _____ du cinéma.
4. La boutique est _____ de l'école.
5. La bibliothèque est _____ de la banque.
6. La station-service est _____ de la maison.
7. La banque est _____ du restaurant.
8. Le café est _____ de la station-service.
9. L'église est _____ de la maison.
10. La bibliothèque est _____ de l'église.

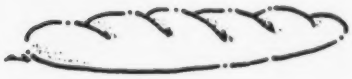
Pour acheter . . .

1. ____

Les médicaments

2. ____

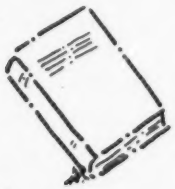
le marteau et
les clous

3. ____ 

le pain

4. ____

l'éclair

5. ____ 

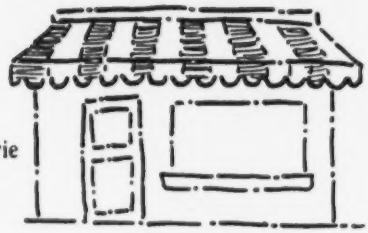
le livre

6. ____

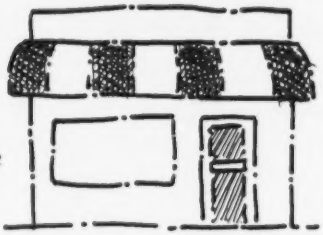
la viande

A.

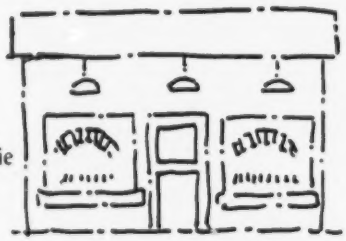
la boulangerie

B. 

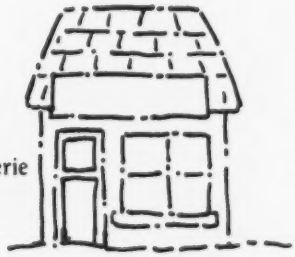
la boucherie

C. 

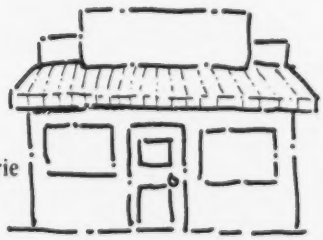
la pharmacie

D. 

la quincaillerie

E. 

la pâtisserie

F. 

la librairie

BEST COPY AVAILABLE

Les Sports

Sports

General Objective: By the end of the intermediate level. the student will be able to identify various sports.

Vocabulary By Level:

Beginning:

le football	le tennis
le football américain	le ski
le baseball	la lutte
le basket	le cyclisme
	le hockey

Intermediate:

le patinage	le judo
l'équitation	les courses de voitures
la natation	les courses de chevaux
la gymnastique	l'escrime
la voile	les Jeux Olympiques

Questions And Commands:

- Est-ce que tu joues au football?
- Est-ce que tu aimes la gymnastique?
- De quoi est-ce que tu as besoin pour faire le cyclisme? La bicyclette?
- Quel est votre sport préféré?

Activities Included:

Quel Sport Préfères-tu?
Newspaper Activity

Worksheets Included:

Les Jeux Olympiques
Quel Sport?

Unit: Sports

Content Area: Mathematics

Level: All levels

Title: Quel Sport Préfères-tu?

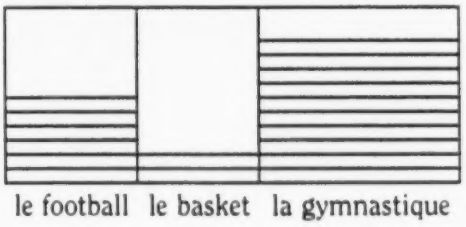
Objective: Student will be able to graphically represent preferences.

Activity: As a class activity, students chart the sports that they like or don't like.

Variation: Older students might choose 3-4 sports and poll other students about their preferences, record the results and report their findings.

le football	le basket	la gymnastique

or



Unit: Sports

Content Area: Mathematics/Social Studies

Level: Intermediate

Title: Newspaper Activity

Objective: Students will be able to record information in graphic form and read the graph.

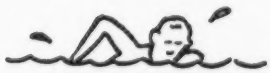
Activity: Students study the sports section of the local newspaper and record the scores or the win/loss record of their favorite team. Percentages and averages can also be figured on individual and team statistics.

Les Jeux Olympiques

L'hiver	L'été

le cyclisme

le baseball



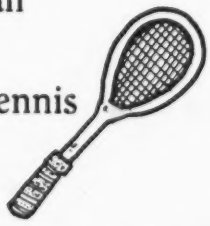
la natation

la gymnastique

le football

le basket

le ski alpin



le tennis

le patinage

le hockey

Quel Sport?

1. ____ le football
2. ____ le football américain
3. ____ le baseball
4. ____ le basket
5. ____ le tennis
6. ____ le ski
7. ____ la lutte
8. ____ le cyclisme
9. ____ le hockey

A.

B.

C.

D.

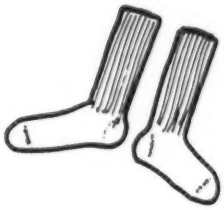
E.

F.

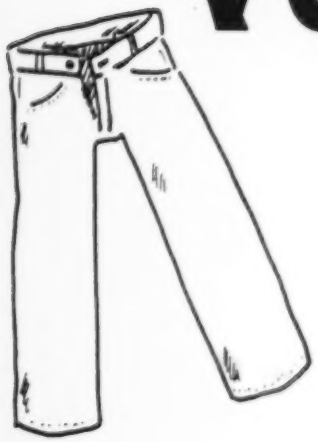
G.

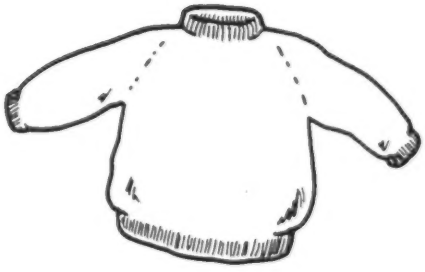
H.

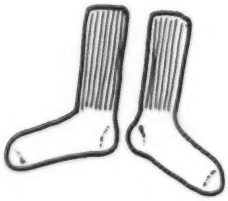
I.

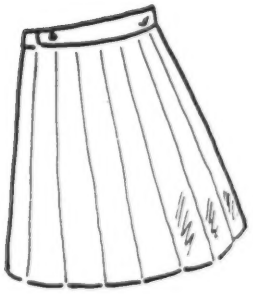


Les Vêtements









Clothing

General Objective: By the end of the intermediate level, the student will be able to identify various articles of clothing and describe in what weather they might be worn. The student will also recognize that people in other countries dress differently.

Vocabulary By Level:

Beginning:

le pantalon	les chaussures
la chemise	les chaussettes
la robe	les jeans
la jupe	le tee-shirt
le chapeau	le maillot
le short	la cravate
le pull	le pyjama

Intermediate:

la jaquette	la veste
les lunettes	le complet
l'imperméable	la cravate
le parapluie	les boucles d'oreilles
les bottes	le collier
l'écharpe	le sac
les gants	la bague
le manteau	la montre
le chandail	

Questions And Commands:

- Qu'est-ce que Robert porte?
- De quelle couleur est la chemise de Jean?
- Levez-vous si vous portez un pantalon bleu.
- Asseyez-vous si vous portez une jupe rouge.
- Levez la main si vous portez un pullover.
- Donne-moi ta chaussure.
- De quelles couleurs sont tes chaussettes.

Activities Included:

What Are They Wearing?
I'm Going to the Ivory Coast and I'm Bringing
What Are We Wearing?
Why Us?

Other Activities:

Clothing box
Clothes line activity
T.P.R. with articles of clothing
Suitcase Activity

Worksheet Included:

Suitcases

Unit: Clothing

Content Area: Social Studies

Level: All levels

Title: "What Are They Wearing?"

Objective: Students will be able to talk about various articles of clothing and determine which countries certain regional clothing may come from.

Activity: Teacher shows students pictures of different people wearing different clothes. Students take turns describing the clothing in each picture. Clothing styles from different countries can be shown, and students decide which country or countries may be represented.

Variation: Students work in pairs or small groups and study a picture for 2-3 minutes. The partners or small groups switch pictures and quiz each other on the pictures: "Qu'est-ce qu'il porte?," "De quel pays vient-il/elle?" The pictures of regional clothing styles can be pinned to a map of the various countries represented.

Unit: Clothing

Content Area: Social Studies

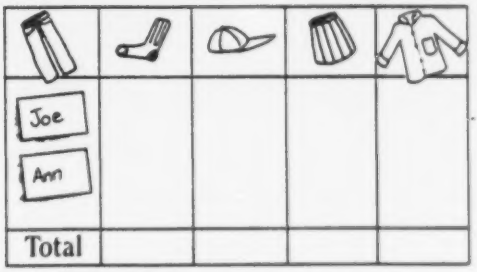
Level: All levels

Title: I'm Going to the Ivory Coast and I'm Bringing . . .

Objective: Students will be able to list articles of clothing and locate various cities and countries on a map to show where they are going to travel.

Activity: Students sit in a circle and take turns adding items to the "suitcase" after reciting from memory all the items added by the students who already "packed" items. Change the cities or country each round and have students locate the place on the world map before beginning.

Variation: Intermediate students can also tell what they are going to do with each item they bring: "Je vais Nager avec Mon Maillot de bain."



Unit: Clothing

Content Area: Mathematics

Level: Beginning

Title: What Are We Wearing? (Qu'est-ce que nous portons aujourd'hui)

Objective: Students will be able to name articles of clothing and determine which types of clothing are more often worn to school.

Activity: Students plot what the entire class is wearing on a graph. The teacher can then ask "Qu'est-ce qu'il porte?" or "Combien d'étudiants portent des robes?" Students should tally each column and determine what clothing is worn more frequently to school.

Unit: Clothing

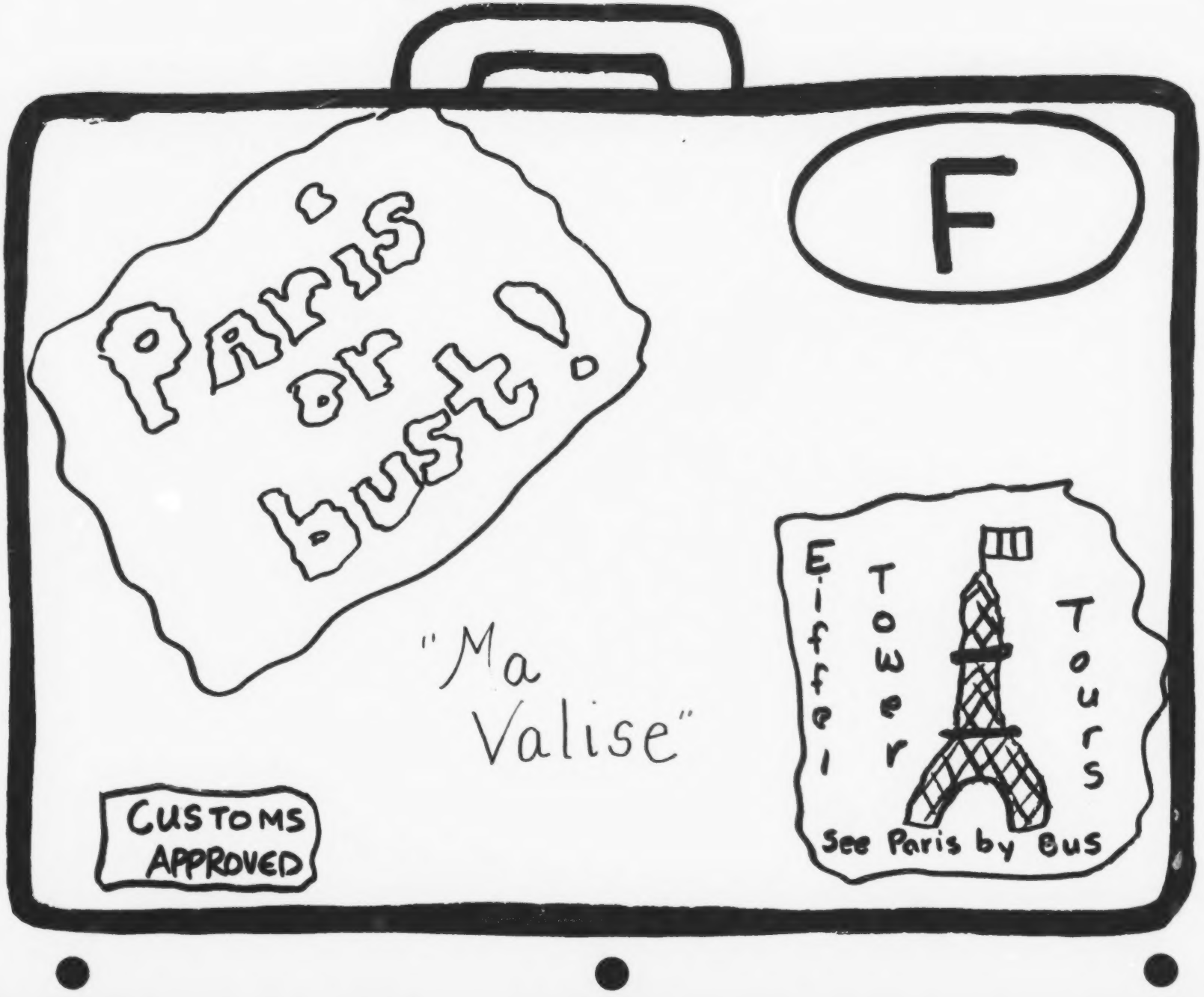
Content Area: Mathematics

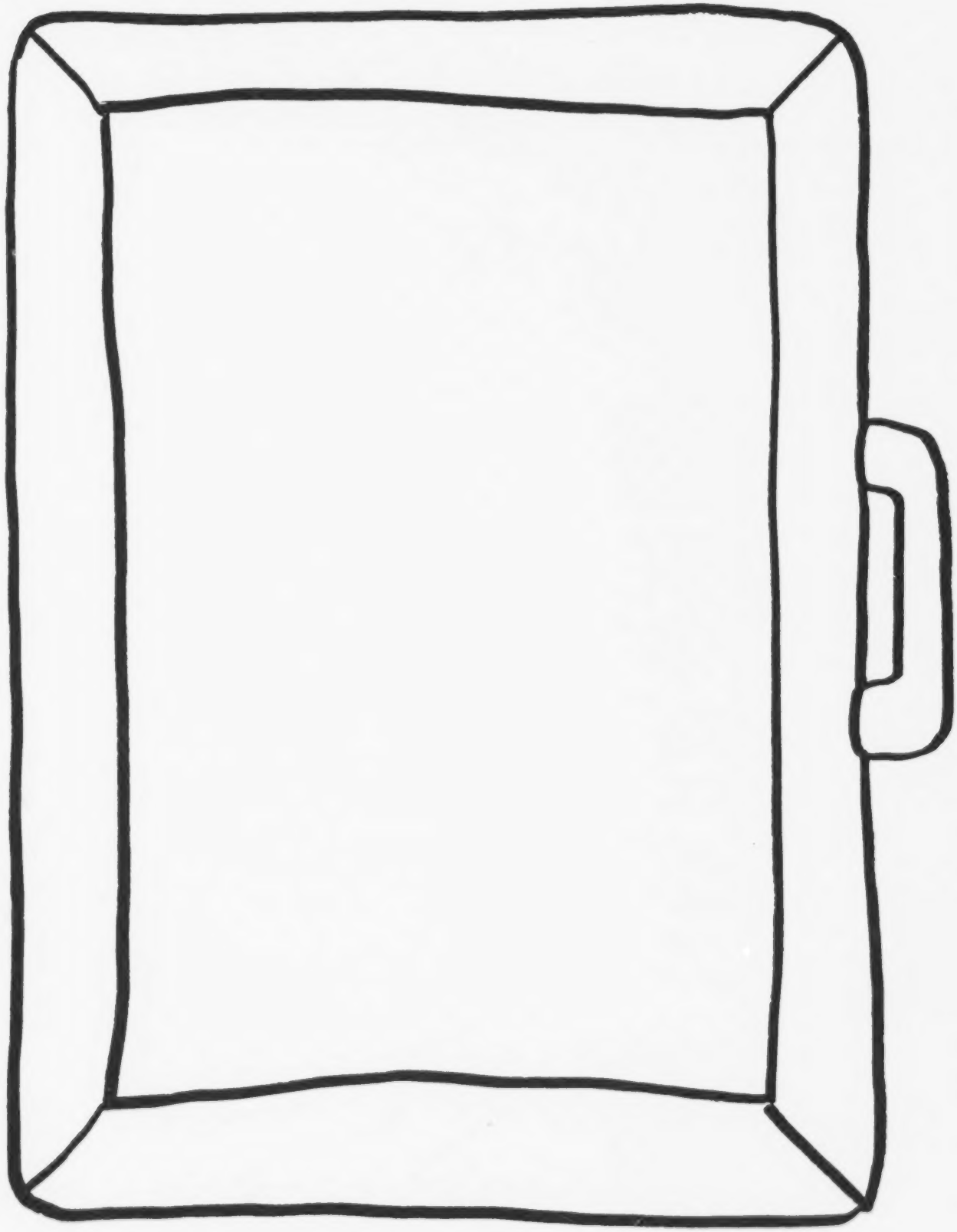
Level: Intermediate

Title: Why Us?

Objective: Students will improve abilities to categorize and describe differences and similarities among classmates.

Activity: One student groups the class according to a secret attribute. For example, everyone wearing blue jeans will be placed in one group. No one in the second group will have blue jeans on. The players in each group take turns guessing which attribute of clothing (including accessories such as jewelry and eye glasses) is the secret grouping combination. Whoever guesses correctly becomes the new leader and reclassifies the group according to his/her selected criteria.


F
Paris or bust!
"Ma Valise"
CUSTOMS APPROVED
Eiffel Tower Tours
See Paris by Bus



Bibliography

For further reading on content-based instruction and FLES

General Background

Andrade, C., Pesola, C., Christian, D. 1986. STRATEGIES FOR INTEGRATING LANGUAGE AND CONTENT INSTRUCTION: ART, MUSIC AND PHYSICAL EDUCATION. Washington, DC: Center for Applied Linguistics.

Asher, J. 1986. LEARNING ANOTHER LANGUAGE THROUGH ACTIONS: THE COMPLETE TEACHERS' GUIDEBOOK, 3RD EDITION. Los Gatos, CA: Sky Oaks Publications.

Baron, J., Sternberg, R. (eds.), 1987. TEACHING THINKING SKILLS: THEORY AND PRACTICE. New York: W.H. Freeman Company.

Cantoni-Harvey, G. 1987. CONTENT-AREA LANGUAGE INSTRUCTION: APPROACHES AND STRATEGIES. Reading, MA: Addison-Wesley.

Costa, A. (ed.), 1985. DEVELOPING MINDS: A RESOURCE BOOK FOR TEACHING THINKING. Alexandria, VA: Association for Supervision and Curriculum Development.

Chamot, A. and O'Malley, M. 1987. The Cognitive Academic Language Learning Approach: A Bridge to the Mainstream. TESOL QUARTERLY, 21(2): 227-249.

Crandall, J.A. (ed.). 1987. ESL THROUGH CONTENT-AREA INSTRUCTION. Englewood Cliffs, NJ: Prentice Hall Regents.

Curtain, H., and Pesola, C. 1988. LANGUAGES AND CHILDREN: MAKING THE MATCH. Reading, MA: Addison-Wesley.

Curtain, H. 1986. Integrating Language and Content Instruction. ERIC/CLL NEWS BULLETIN, Volume 9(2). Washington, DC: Center for Applied Linguistics.

Genessee, F. 1985. LEARNING THROUGH TWO LANGUAGES. Rowley, MA: Newbury House.

Krashen, S. and Terrell, T. 1983. THE NATURAL APPROACH. San Francisco: Pergamon/Alemany Press.

Lipton, G. 1988. PRACTICAL HANDBOOK TO ELEMENTARY FOREIGN LANGUAGE PROGRAMS, INCLUDING FLES, FLEX AND IMMERSION. Lincolnwood, IL: National Textbook Company.

Met, M., Curtain, H., Brega, E. and Rhodes, N. 1983. Elementary School Language: Key Link in the Chain of Learning. FOREIGN LANGUAGES: KEY LINKS IN THE CHAIN OF LEARNING. Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.

Mian, Claire. 1986. Integrating Language and Content Through Skill Development. CONTACT, Volume 5(3).

Mohan, B.A. 1986. LANGUAGE AND CONTENT. Reading, MA: Addison-Wesley.

Rhodes, N., and Schreibstein, A. 1983. FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL: A PRACTICAL GUIDE. Washington, DC: Center for Applied Linguistics.

Savignon, S.J. 1983. COMMUNICATIVE COMPETENCE: THEORY AND CLASSROOM PRACTICE: TESTS AND CONTEXTS IN SECOND LANGUAGE LEARNING. Reading, MA: Addison-Wesley.

Schinke-Llano, L. 1986. FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL: STATE OF THE ART. Washington, DC: Center for Applied Linguistics.

Willetts, K. (ed.). 1986. INTEGRATING LANGUAGE AND CONTENT INSTRUCTION. Los Angeles: Center for Language Education and Research, UCLA.

Resource Materials

California Foreign Language Curriculum Implementation Center, 1987. TECHNOLOGY IN THE CLASSROOM: FOREIGN LANGUAGE RESOURCE GUIDE. California State Department of Education , Publication Sales, PO Box 271, Sacramento, CA 95802-0271. ED288379

Center for Language Education and Research, 1988. SELECTED ELEMENTARY AND SECONDARY FRENCH LANGUAGE MATERIALS: LANGUAGE ARTS. (An Annotated Bibliography) Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037.

_____ SELECTED ELEMENTARY AND SECONDARY FRENCH LANGUAGE MATERIALS: CONTENT AREAS. (An Annotated Bibliography) Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037.

Fairfax County Public Schools, 1985. ELEMENTARY FOREIGN LANGUAGE GUIDE TO RESOURCES. Office of Adult and Community Education, Pimmit Hills Center, 7510 Lisle Avenue, Falls Church, VA 22043. ED223072

Ferndale Public Schools. PICTURE FLASHCARD SETS. Ferndale High School, 881 Pinecrest, Ferndale, MI 48220.

Ferndale Public Schools. FRENCH CASSETTES. Ferndale High School, 881 Pinecrest, Ferndale, MI 48220.

Klippel, F. 1984. KEEP TALKING. COMMUNICATIVE FLUENCY ACTIVITIES FOR LANGUAGE TEACHING. New York: Cambridge University Press.

Wright, A., Betteridge, D., and Buckby, M. 1984. GAMES FOR LANGUAGE LEARNING. New York, NY: Cambridge University Press.

Sample Curricula

Association Canadienne des Professeurs d'Immersion, RECUEIL DE DOCUMENTS PEDAGOGIQUES PREPARES POUR LES CLASSES D'IMMERSION FRANCAISE. Bureau de Poste Alta Vista, Case postale 8843, Ottawa, Ontario, K1G 3H8, Canada.

Christensen, N., Corbin-Muir, S., Grundstad, D., Walker, M. 1987. FRENCH, GERMAN AND SPANISH IN THE ELEMENTARY SCHOOL: A CURRICULUM GUIDE FOR GRADES 4, 5 AND 6. Iowa City Elementary Foreign Language Program, Iowa City Community School District, 509 Dubuque Street, Iowa City, IA 52240.

Medlin, D., Federspiel, J., Gonzales-Quevedo, A., and Horst, D. 1979. A FLES HANDBOOK. Foreign Language in the Elementary School. Winthrop College, Department of Modern and Classical Languages, Rock Hill, SC 29733. ED209942

Met, M. et al. 1981. CINCINNATI FRENCH BILINGUAL PROGRAM CURRICULUM GUIDES: LEVELS I-V. Cincinnati Public Schools, 230 E. 9th Street, Cincinnati, OH 45202.

Multi-Language School Immersion Programs. FRENCH/GERMAN/SPANISH MATERIALS USED AT THE MILWAUKEE PUBLIC SCHOOLS' MULTI-LANGUAGE SCHOOL. Milwaukee Public Schools, P.O. Drawer 10K. Milwaukee, WI 53201-8210.

_____. FLEX. FOREIGN LANGUAGE EXPLORATION FOR THE ELEMENTARY SCHOOL: FRENCH/GERMAN/SPANISH SUPPLEMENTS. Milwaukee Public Schools, P.O. Drawer 10K, Milwaukee, WI 53201-8210.

FL Unit, Division of Curriculum & Instruction New York City Board of Education. 1986. I CAN LEARN FRENCH. Division of Curriculum & Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201. FL017609

Sample Content-Based Lesson Plans

Developed by Helena Curtain, Milwaukee Public Schools

MATHEMATICS

Title: Finding the Perimeter and Area in Centimeters

Grade Level: Intermediate

Second Language Objectives:

- When directed by the teacher in the second language, the students will measure different classroom objects.
- The students will give the length, width, perimeter and area of different classroom objects in the second language.

Content Objectives:

- The students will use a metric ruler and a meter stick to measure objects in centimeters.

Second Language Vocabulary:

Receptive Language: measure, length, width, perimeter, area, metric ruler, meter stick, long, wide, add, multiply

Productive Language: pupil desk, teacher desk, map, chalkboard, door, bulletin board, projection screen, table, book, centimeters, numbers: 0-1000

Materials Needed:

- 2 metric rulers and 2 meter sticks for each small group
- 1 copy of the perimeter and area chart for each small group on an 8½ × 11 inch sheet of paper
- pencils for recording measurements
- large Perimeter and Area Chart made from Kraft or Chart Paper. You can write the classroom objects vocabulary on the chart or use drawings or pictures cut from magazines or supply catalogs. (See example below.)

Classroom Objects	Length (centimeters)	Width (centimeters)	Perimeter (length + width × 2)	Area (length × width)
1. book				
2. pupil desk				
3. chalkboard				
4. etc.				

Procedure:

1. If the students do not know the vocabulary for classroom objects use TPR activities, such as, "point to the map, touch the chalkboard," or "walk to the door" to teach the vocabulary.
2. Practice the numbers 0-1000 by using number flashcards. Place the cards face down and ask the students to pick a card and say the number in the second language. Send two students to the chalkboard and give a number in the second language. The first to correctly write the number wins. The practice should concentrate on the higher numbers which will be needed for the measuring of the classroom objects.
3. Demonstrate how to measure the classroom objects for their length, width, perimeter and area. Teach the procedure by measuring a book. The students will only be measuring flat surfaces. Display the large perimeter and area chart behind you. Hold up the book and say, "How long is this book? Let's measure the book with the ruler." Give the answer using centimeters. Say, "The book is _____ centimeters long." Write the number of centimeters under the length column on the large chart. Next measure the width. Say, "How wide is the book? The book is _____ centimeters wide." Write the number of centimeters under the width column. Next demonstrate how to add the length and width and then multiply the answer by two to get the perimeter. Write the answer under the appropriate column. Do the same for the area which is the length times the width and then write the number under the appropriate column on the chart.
4. Demonstrate how to use the meter stick by measuring a table top found in the classroom. Follow the same procedure as stated above.
5. Divide the class into small groups. Give each group 2 meter sticks, 2 metric rulers, a copy of the perimeter and area chart and pencils for recording the measurements. Assign each group 2 or 3 classroom objects from the chart to measure. Give the students 8-10 minutes to complete their measurements.
6. Summarize the activity by having the pupils return to their desks after they have completed their tasks. Call on individuals to give the measurements of the different classroom objects. Say, "What is the length of the map?" or "What is the area of the pupil desk?" The students should say, "It is _____ centimeters."

SCIENCE

Title: How Do Animals Move?

Grade Level: Beginning

Second Language Objectives:

- When shown a picture of an animal, the students will be able to name the animal in the second language.
- When directed by the teacher in the second language, the students will perform the movement of the animal named.
- When directed by the teacher in the second language, the students will classify the animal picture cards according to how they move.

Content Objectives:

- The students will observe and describe animal difference and classify these differences according to how the animal moves.

Second Language Vocabulary:

Receptive Language: flies, swims, hops, follow, point, classify

Productive Language: rabbit, frog, turtle, fish, robin, owl. It is _____.

Materials Needed:

- pictures of the following animals: rabbit, frog, turtle, fish, robin, owl
- three shoe boxes, decorate the boxes with construction paper, glue one of the following pictures on each of the boxes: an airplane, a swimmer, a pogo stick (pictures can be found in magazines or catalogs)
- cassette of instrumental background music

Procedure:

1. Teach the animal names by using TPR activities, such as point to the frog, put the turtle on the desk or give the owl to a classmate.
2. Have the students perform the movement of the animals. Introduce the activity by playing Follow the Leader. Show the students an animal picture card. Say, "The rabbit hops. Follow me." Next do the movement and have the students repeat your actions. Next, call on a volunteer to do the next movement. Pick an animal picture an say to the volunteer, "Point to the frog. Is this a frog?" The volunteer should answer, "It is a frog." Next say, "The frog hops." Have the volunteer lead the class in performing the movement. Do this with the remaining animal pictures.
3. Next play the cassette of background instrumental music. As the music plays, show the class an animal picture and have them perform the movement to the music. Show the picture and say, "The fish swims," or "The robin flies." Continue to do this for all of the animal pictures.
4. End the activity by having children sit on the floor. Place the 3 boxes in front of them. Direct their attention to the pictures on the boxes. Review the vocabulary for the animal movements (hops, swims, flies). Show the students a picture card and say, "Is this a rabbit?" They answer, "It is a rabbit." Demonstrate how they should classify the animal pictures according to movement by placing the picture in the box decorated with the pogo stick. Call on volunteers to classify the remaining animal pictures.

SOCIAL STUDIES

Title: Exploring Merged Relief Maps

Grade Level: Intermediate

Second Language Objectives:

- Using a merged relief map, the students will identify the color used to represent various altitudes in the second language.
- Using a merged relief map, the students will give the altitude of different states in the second language.
- Using a merged relief map, the students will locate the national and state capitals when directed by the teacher in the second language.

Content Objectives:

- The students will use a map to gather geographic data.

Second Language Vocabulary:

Receptive Language: merged relief map, legend, represents, altitude, national capital, state capitals, touch

Productive Language: the following color words: green, yellow, brown, orange, red, numbers 500 - 10,000, feet

Materials needed:

- a merged relief map
- colored chalk
- large colored circle (12" diameter)

Procedure:

1. Using colored circles, practice the color words by doing different TPR activities. For example, say, "Put the red circle on your desk. Put the green circle on the chair. Go to the board and draw a blue circle," and so forth.
2. To check the students' productive language with the color words, hold up a colored circle and say, "Is this an orange circle?" The students should respond, "Yes, it is orange." Do this with all of the color words.
3. To practice the numbers 500 - 10,000 call on two students to go to the board. Say a number in the second language, the first to write down the number correctly is the winner. Before the student can return to his/her desk, the student must say the number in the second language.
4. Display the map to the students. Bring their attention to the legend. Ask the following, "What color represents 0-500 feet?" Demonstrate the answer by saying, "Green is 0-500 feet." Call on volunteers to give the colors and altitudes listed on the legend.
5. Call on individuals to give the altitude found in different states. Say, "What is the altitude of Louisiana or Colorado or Wisconsin?" The students should respond with the altitude in the second language.
6. Finally, print out the symbols for the national and state capitals given on the legend. Say, "Where is the capital of the U.S.?" Next, go to the map and touch Washington, D.C. Call on volunteers to touch and say the capitals of the states you give them. Give a TPR command such as, "Go to the map and touch the capital of Georgia."